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CONTENTS

| | PAGE |
|---|------|
| Agrarian History of the United States as a Field for Research by Prof. W. J. Trimble - - - - - | 135 |
| New York Constitutional Convention, by Prof. Edgar Dawson - - | 137 |
| Unity and Continuity in High School History Courses, by R. L. Ashley | 140 |
| College Entrance Examinations, by Prof. E. D. Fite - - - - | 144 |
| History in the Summer Schools, 1915 - - - - - | 147 |
| Report of Committee on Training High School Teachers of History - | 150 |
| Gary Conference on History Teaching - - - - - | 152 |
| Reports from the Historical Field, edited by W. H. Cushing - - - | 155 |
| Notes; Community Civics; Tennessee Association; Texas Bulletin; Stratford-on-Avon Conference; Civics in Rural Schools; New York Conference. | |
| Book Reviews, edited by Prof. W. J. Chase - - - - - | 158 |
| Periodical Literature, By Dr. M. W. Williams - - - - - | 160 |
| Recent Historical Publications, listed by Dr. C. A. Coulomb - - - | 162 |

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The Agrarian History of the United States as a Subject for Research

PROFESSOR WILLIAM J. TRIMBLE, PH.D., NORTH DAKOTA AGRICULTURAL COLLEGE.

During the greater part of the history of the United States agriculture has been the leading occupation of our people. Notwithstanding the tremendous strides made by manufactures in recent decades, more workers are still found in agriculture than in any other industry, and one-half of our population yet dwells in rural districts. The business record of the past year, moreover, has once more demonstrated how dependent our prosperity is upon this primal industry. If it be true, now, that the occupations of a people and their response to physical environment in the pursuit of these occupations largely mold society and shape politics, then it is also true, in view of the above facts, that an adequate history of our nation (as, indeed, of any nation) must deal extensively and familiarly with the facts of agrarian history.

The term "agrarian history" seems preferable to "agricultural history" because the latter to many minds has rather narrow signification. Agrarian history means more than the development of the technique of agriculture, though that has in it an important place; it includes also wide study of laws and politics; transportation, markets, and correlated manufactures; education and religion; social movements and ideals; types of society—all of these studied sympathetically in their relation to agriculture as focal and measurably determinative rather than as merely subsidiary and tangential. Such a conception, however, emphasizes a systematic, conscious method of approach rather than entrance upon an entirely new field, for many of the facts of our agrarian history have been considered in other connections. But this method involves also investigations on new lines, the acquisition of much new data, and the re-estimation of old.

In attempting to point out reasons why historians should take greater interest in this phase of our history, one must not fail to give cordial recognition to valuable work already done or under way. Incidental and often illuminating allusions appear in most historical compositions, and these are the more elaborate in the more recent productions. Indispensable to our agrarian history is the work of our honored pioneers in the history of the west; careful treatment of the correlation and distinctions of these two broad fields would of itself require a separate paper. Naturally, economists or those of our historians who have acquired the point of view of the economists have produced works in which agrarian

history is most markedly integral. Agricultural economists, in particular, have felt acutely the necessity of research in this subject as one of the bases for their work, and some of them are participating zealously in the elaborate series of investigations which have been carried on by the Department of Economics and Sociology of the Carnegie Institution. A number of these investigations have reached the manuscript stage. Of undertakings by historians, special mention should be made of a book in preparation by Professor Albert H. Sanford, entitled, "The Story of American Agriculture."

While the work already done on our agrarian history in the aggregate is of great value, nevertheless, it can be considered scarcely more than a beginning. The scantiness of the literature on the subject may be inferred from a perusal of the titles in the wide-searching "Guide to American History." Lacunae due to inadequate information exist in even our most comprehensive historical writings. Information, moreover, is often derived from untested sources, much of the real work of investigation having been done by amateurs. Serious misstatements occur in the production of reputable authors, and in others valuable material is marred in presentation by deplorable uncouthness of style.¹ There is clear need for competent and trained historians to scan and synthesize work already done, press vigorously lines of research still undeveloped, and to form the whole into an available body of sound information. Adequate treatment of our agrarian history, indeed, will require a long process of development and the systematic co-operation of many workers.

Combined and extensive exertions are the more needed because of the character of the sources. Discussion of specific sources would, however, demand a lengthy paper. We can only point out here that, while material in general is abundant (especially in the latter periods), it is yet somewhat recondite; and the problem of its use is not so much that of building up results from scanty data as of tracing out sound conclusions from a labyrinth of facts.

The reasons for entering upon investigations of this character may properly be demanded; our age is practical, and historical production must be use-

¹ It may not be unseemly to remark that citations in support of the above statements are at hand.

ful (of course in no narrow sense) or else ultimately the axe will be laid to the roots. Too much precious labor in historical research has been without aim, mere dilettanteism, while subjects of commanding worth have been little regarded. Once a subject for investigation has been selected, detachment from the present assuredly is of the utmost importance. But in choosing a subject for a thesis or a book, in planning a course of study or entering a field of investigation, we should ask ourselves squarely, "Just what use is it?" "What, precisely, do I seek to accomplish?"

An urgent reason for research into the agrarian history of the United States is that such history is needed to point the way for right methods of future advance in matters of rural statesmanship. Take, for example, the establishment of an efficient system of rural credit. Any attempt to imitate closely successful systems practised in Europe probably would fail, because those systems are built upon one of the oldest and most enduring institutions in the history of the human race—the village system of agricultural organization; whereas, one of the most astounding facts in the agrarian history of the United States is that this institution, although it was early introduced and has left persistent survivals in some localities, failed in the presence of vast lands and new crops to obtain a hold upon agricultural customs. While this change weakened habits of association and co-operation, it was of immense advantage in facilitating the adoption of agricultural machinery, and had, besides, other important effects. Again, take the matter of land tenure. Our permanent land system is just now entering upon its formative period. We have usually applied the term "land system" to those policies and that series of acts in accordance with which titles to public lands have been alienated to individuals. Extremely important these, and they press for research; that they constitute an integral part of our agrarian history it is needless to point out. But there are ahead of us questions of land tenure, tenancy, size of farms, landlordism and like matters, of a complexity and import such as we have never experienced in the epoch of free lands; and our answers to these will constitute our permanent land system. These problems go to the heart of our country's life, and I am sure that in dealing with them no statesman is competent who has not a broad knowledge of agrarian history.

Moreover, there is demand for such history. The farming class is coming to dignity and self-consciousness; and classes, like individuals, when they attain position look around for genealogies. A paradox has appeared in the recent development of agriculture in this country—the less important it becomes proportionately, the more important it becomes intrinsically. A revolution has occurred. Whereas, formerly men who wanted large opportunities sought them in the openings of urban life, now long-sighted men frequently turn to agriculture either directly or in affiliated professions. Thousands of cultured men are being employed in the new agriculture. Agricultural colleges have gained immensely in numbers

of students and in prestige during the past decade, and the rate of advancement is likely to be greatly accelerated in the future under the stimulus of the system outlined in the Smith-Lever Bill. The early demand for instruction in productive technique is being broadened into comprehensive aspiration towards what may be called agricultural statesmanship.² In accordance with this ideal, courses are being developed in rural sociology and agricultural economics, and, in a number of institutions, in agrarian history. Moreover, the extension of the teaching of agriculture to secondary schools will increase the desire for this sort of history. The only way rightly to satisfy these rising demands is through the well-directed efforts of earnest historical scholarship.

A third reason for prosecuting research in agrarian history is that the subject is worth while in itself as a distinctive part of American history, and should contribute vitally to that comprehensive understanding of our history which we are all endeavoring to bring about. Few movements in our history, I dare say by way of example, have been more unique and important than the application of machinery to agriculture. Clearly, we have led all nations in this great revolution—a revolution fundamentally affiliated with the growth of American democracy and affecting in its ramifications the welfare of the whole modern world. An immense field here awaits the historian. Consider also the remarkable increase in the volume of our agricultural products since the Civil War—a development likewise of large significance not only in our own history but in that of European countries. Again, can there be cited in the whole history of world agriculture any one series of phenomena so astounding, dramatic, and far-reaching as those connected with the raising of cotton in the United States between 1784 and 1884? Agrarian development furnishes, in fact, an indispensable background for the history of more than one political movement and for the biography of many a statesman. It reveals new and engaging aspects of men already prominent in history, and brings into focus new characters. Men like Jesse Buel and John Johnson and Peter Gideon may not unworthily come into the ken of students of American history. Furthermore, facts now unknown, it may be surmised, will emerge in the course of investigation, and others will be broadened in significance.

In bringing this paper to conclusion, may I venture to set forth what may be the necessary qualifications for him who is to investigate and present agrarian history?

He should be a real historian. This demands, of course, technical training, wide and exact scholarship, and mastery of choice and polished expression. But it demands more than these. It demands also the passion for historical research, the gift of insight, and the power of creative imagination. The true

² I notice that the term has already been employed by Dr. T. N. Carver. Others also, perhaps, have used it, but it does not appear widely current.

historian has kinship with the artist and the poet. I question, therefore, whether the work of the average agricultural economist is likely to be permanently effective in the field of history. Of course one can run no hard and fast lines; but it seems to me that the present activity of agricultural economists in agrarian history is due perhaps more to felt need for the facts, to special financing, and to neglect of the field by historians rather than to natural inclination or technical qualification.

But, on the other hand, the historian must understand and sympathize with the life which he seeks to portray. "Agrarian history, as such," writes Professor Henry C. Taylor, "while it should be written by one with historical training, requires that

one's point of view be economic and agricultural rather than political." He who studies agrarian history, therefore, must be on familiar terms with agricultural life and with the technique of agriculture. He must know vitally his agricultural economics and rural sociology and the problems connected therewith. He must have some conception of the statesmanship of agriculture. Fortunately many students in history have been reared on the farm, and such can take on easily the point of view required. Moreover, as departments of agricultural economics develop in our large universities, it would seem most proper that a graduate student having a major in history might choose agricultural economics as a minor.³

The New York Constitutional Convention

BY PROFESSOR EDGAR DAWSON.

New York state is now revising its constitution. A convention met on April 6, organized with Mr. Elihu Root as president, and adjourned to meet again on April 26, after the legislature shall have adjourned and vacated the capital building where the sessions of the convention are to be held. It would be difficult to exaggerate the importance to the evolution of state government in this country of this convention in New York. The leading state of the country is taking stock of its political capital for the first time in about twenty years; it will be bombarded by influences of every description from every direction; we seem to be in the midst of a great political eddy, between a period of rapid change and possibly one of more conservative progress or possibly of reaction. What New York does will not only in a measure picture the present state of public opinion in the East at least, but will also doubtless influence very largely the evolution of political ideas in the immediate future all over the country.

It has been more than twenty years since New York adopted its present constitution in 1894, which provided that the question of holding a constitutional convention should be presented to the people at least once in twenty years, but the present convention is being held a little before the normal process would have brought it about. For the last few years there has been a good deal of unrest over the question of judicial decisions, the organization of the executive department of the government, and the relation of the cities to the state, as well as over a good many other things including suffrage for women and reforms much more radical than this one. The impatience in some quarters gave impetus to action by the Democratic party in control of the state last year to advance the holding of the constitutional convention; and last spring a special election was held to determine whether the constitution should be revised. Only a few people went to the polls, and the question was decided in the affirmative by a few votes. There was not a little criticism of the election. The

Citizens' Union went into court with an effort to set aside the results on the ground of dishonesty in certain districts, and some people were convicted of fraud and sent to prison. But the decision stood, and in November the delegates were elected.

By one of the strange turns in political affairs a convention that was provided mainly by Democrats and demanded largely by persons of very progressive tendencies will turn out to be wholly under the control of Republicans and gentlemen about as conservative as the state could pick out in a long journey. New York has fifty-one senatorial districts; each of these elected to the convention three delegates; and there were elected fifteen delegates-at-large. Of this total of 168 members, all the delegates-at-large are Republicans; and only fifty-two members of the whole convention are Democrats. There are no members of the Progressive party listed as such. Mr. Root, who will doubtless lead the deliberations of the convention, has made several addresses on the subject of the constitution and its revision, almost invariably taking the position that the members of the convention should be praised and honored equally as much for what they leave out of the fundamental law as for what they put into it. He will doubtless give all of his great ability to preventing any changes being made, which, as he would say, do not proceed immediately out of our present organization by logical growth. He will doubtless oppose anything that means a break with the present system. On the other hand, another delegate-at-large, Mr. Henry L. Stimson, former secretary of war, and candidate for governor of New York, an intimate friend of Mr. Roosevelt, is a sane progressive of the best type. He not many months ago published in the "Independent" an article which represents the very best advanced political thought. His advocacy of a sane

³ This article is a revision of a paper read before the joint meeting of the Mississippi Valley Historical Association and the American Historical Association at Chicago, December 30, 1914.

relation between the governor and the legislature; of an appointive judiciary; and of an intelligent budgetary practice leaves little for the student of government to desire. If the convention is held away from experimenting with new-fangled notions by Mr. Root and guided into some few constructive steps by Mr. Stimson, it will justify its sessions and render an enormous service to mankind. The Democratic members are saying with whimsical philosophy that they expect to enjoy watching their friends of the Republican party revise the constitution. There are men among them, however, who will, without doubt, do yeoman service for the best results that the convention will turn out.

When the convention reassembles at the end of April it will be pretty well ready for work, and it has allowed itself only about a month in which to receive new proposals. No new "overtures" will be received after June 1 except by unanimous consent. There is no doubt that enough recommendations will be sent to them before that time to keep them busy throughout the summer. The probable length of the session is variously estimated at from four to seven months, though some would like to make it much shorter. Associations, clubs, and unions of all sorts are busily at work preparing amendments for submission as soon as the convention is ready to receive them. Its work will be organized under the usual committee system, a committee being given charge of each great field of discussion such as the government of cities; the courts; the organization of the administrative departments; taxation; suffrage, etc., etc. It is reported that there will be no floor leader, but that the work of each committee will be taken up in order and the chairman of each committee will be the floor leader during the time the work of his committee is under consideration.

A recent poll of the members of the convention by the "New York Times" finds that at least three-fifths of them think there is need of some reform of the judiciary. "About half of them advocate provision for home rule for cities. One-third of them mention the short ballot as of prime importance. A considerable proportion are in favor of the following changes: Creation of a state budgetary law, giving some appointive power to the governor, reorganizing the system of state administrative departments, strengthening state conservation of resources, and making judges of the higher courts appointive officers. More than one-third of the letters specifically assert that the writers do not consider much change needed in the present constitution, which has served the state for twenty years. . . ."

"Subjects in which a few of the delegates express interest are: Reduction of the legislature's size, biennial legislative sessions, larger pay for legislators, reduction in the number of counties, tax reform, longer legislative terms, reform in the state finances, direct primaries, more definite impeachment laws, restraining of perpetual franchises, abolition of indictment by grand juries, and provision for verdicts by nine jurors in civil cases. Only four members say they favor woman suffrage."

It may be profitable to take up for a brief review the three or four items which seem to be most in need of immediate attention in the interest of more efficient government.

For New York state, where more than half the people of the state live in one city, and where there are many other cities of considerable importance, the problem of adjusting the relation of the city government to that of the state is of prime importance and has long needed attention. As in most other American states, it has been the practice of the legislature in New York to interfere *ad libitum* in the conduct of the affairs of the City of New York and of other cities, particularly in the field of finance, though by no means exclusively there. So long as it is the assumption that the city has only those powers which are expressly delegated to it by the legislature, this practice is almost sure to go on. Even if the constitution denies the power to the legislature to pass local bills, there will nevertheless be passed bills which, while general in form, are local in fact. Therefore, those who are making an effort to reform the relation between state and city government in New York are proposing an amendment which shifts the ground completely. They provide that the city shall have complete control over all its own government and property insofar as its control is not specifically limited by act of the legislature. This limitation must be in the form of a general law applicable to all cities in the state, the cities being no longer classified for legislative action. The assumption is that a matter which must be dealt with by a local law is one upon which the city can act more intelligently than can the state. This municipal home rule would carry with it charter-making by the city and practically complete autonomy in matters of local concern. One of the aspects of this question, over which the greatest difference of opinion will doubtless develop, is that of the control of education, which has generally been looked upon as a state function. If this is looked upon as a state function, and the state legislature makes local and special laws in performing it, then the advocates of complete home rule maintain that the local control of the budget is at an end. The whole question of the government of the City of New York is, however, attracting so much attention under its present admirable administration that reform in this field centers largely about the city, and the legislature will be asked by the constitutional convention to vote twenty or more thousand dollars to provide a survey of the city government for use in its deliberations.

Only a few months ago appeared a complete survey, with many graphic presentations, of the state government, its organs and functions, edited by the State Department of Efficiency and Economy and the Bureau of Municipal Research. This description will give an admirable foundation on which to build an argument that the executive and administrative departments of the state need revision in the direction of concentrating power and responsibility. The Short Ballot Association and organizations that agree with their program, as do most careful students

of government, have been calling attention for a good many years to the ridiculous situation of electing six governors of the state in the person of a "governor," a secretary of state, a treasurer, a comptroller, an attorney general, a state engineer and surveyor—none of them being responsible for the conduct of the administration, none of them having power enough to really carry out the platform on which he was elected.

In addition to this weakness, there are numerous departments and commissions entirely outside of the governor's control, some of them having terms more than twice as long as that of the governor, which is only two years. It is proposed by many of the best students of the situation that an organization similar to that outlined by Professor Beard in his "American Politics," pp. 499 to 506, be authorized in the constitution. Here again the reformers do not altogether agree, however. If the governor is to appoint the heads of ten great departments, and possibly also their immediate assistants, shall the senate have the right to confirm the appointments, as is the case in the Federal government, or not? The most advanced students say not, but very careful and thoughtful students hesitate to trust the governor thus far and ask for the preservation of this "check." To add to the power and responsibility of the governor, it is advocated in many highly respectable quarters that the governor be given the right to initiate all financial legislation, permitting the legislature only the right to reject or reduce the appropriations. Such a method of budgetary practice was outlined in the proposals of Mr. Taft for the United States, and is of course the ideal of theoretical students of government. When the practical politician can be brought to see its advantage, it will be hard to say. As a still further step in this direction, that is in strengthening the power, and therefore the responsibility of the governor, it is proposed by a somewhat smaller number that the governor and his cabinet be given seats in the legislature and be permitted to speak and answer questions, but not to vote. On the desirability of going as far as this in the direction of planting the cabinet system in our soil, there is considerable difference of opinion, but support of the proposition seems to be growing steadily.

Many of the most advanced advocates of social legislation are banded together in an effort to safeguard legislation in that field from destruction by the "due process of law" clause. It is a remarkable indication of one tendency in our constitution-making that instead of moving to omit this perfectly superfluous and useless expression from the state constitution, some of these reformers—among them being many of the most respected citizens of the state—propose to write into the constitution a list of fields of legislation in which recourse to the "due process of law" clause shall not be had. For example, it is proposed to protect a minimum wage law from being declared unconstitutional by saying that the constitution shall not be construed to forbid legislation for this purpose. It is easy to see to what

length this method of constitution-making might lead us. Since the adoption of the Fourteenth Amendment to the Federal constitution, the "due process of law" clause is of no use in the state constitutions except to cause confused judicial decisions, as it has done in New York and many other states. The Federal courts supply ample protection to property. It may be answered that to omit the cause would not accomplish the purpose aimed at since an appeal could not be taken to the Federal courts from a decision by a state court adverse to the validity of a state statute; but under a Federal statute of last winter such a case can be taken up to the Federal courts, and this objection is met.

It almost seems a pity that the convention is not meeting in a larger city where more spectators could attend this great school of government. On the other hand, even as it is, their work will be interrupted enough by the busybody and the enthusiast, not to say the crank. What would be said if this convention followed the example of that of 1787 when the Federal constitution was drawn and refused to give out any information whatever until the work was done? It is not certain that the work would be any less effective. Surely there would be less temptation to make a patchwork quilt out of a thousand and separate proposals, instead of laying down a systematic and coherent fundamental law.

In co-operation with a number of civic and educational organizations, the Bureau of Education is seeking information in regard to education for citizenship in the schools of the country. It is the aim of the Bureau not to merely co-operate with the various organizations that are seeking to render service in a common field, but especially to co-ordinate their efforts so that, instead of numerous inquiries conducted independently of each other, there may be one inquiry covering all the essential information required, the results of the inquiry to be made available to all. It is hoped that this will be a distinct service, not only to the several agencies seeking information, but also to school authorities and teachers, by reducing the number of inquiries, official and unofficial, undertaken in this field.

One important line of inquiry in this field is that relating to direct instruction in government in secondary schools. In this study the Bureau is co-operating especially with the Committee on Instruction in Government appointed by the American Political Science Association. This committee has already made a somewhat exhaustive study of instruction in political science in colleges and universities, the results of which are now in. The committee consists of Charles G. Haines, chairman, University of Texas; J. Lynn Barnard, School of Pedagogy, Philadelphia; Edgar Dawson, Hunter College, New York City; W. L. Fleming, Louisiana State University; Mabel Hill, Dean Post-Graduate Department, Dana Hall School, Wellesley; F. E. Horack, State University of Iowa; J. A. James, Northwestern University.

A schedule has been prepared by this committee, and has been repeatedly revised in the light of conferences with representatives of the Bureau and others, and put in a form to render response as complete and as easy as possible. It is expected that the results of the inquiry will be published by the Bureau and made available, not only to all seeking the information, but to all who co-operate in furnishing it.

A copy of the questionnaire may be obtained on application to the Bureau of Education, Washington, D. C.

Unity and Continuity in High School History Courses

R. L. ASHLEY, PASADENA HIGH SCHOOL.

At the present time an attempt to discuss unity and continuity in our high school history courses might seem like a cry of peace when there is no peace. At no time in the last fifteen years has there been so much actual change and talk of change in these courses as there is to-day. During those fifteen years there has been a considerable degree of uniformity in history courses throughout the United States. This has been due to the great influence of the admirable report of the Committee of Seven in 1899. To many the Committee of Seven brought order out of chaos. To some the new courses seem to be bringing chaos again.

That this is not the case I wish to show, if possible, in this paper. I shall give attention as much as possible to the effect of the new courses, especially the proposed course in two years of European history divided into early European and later European history. In order to do this, it is necessary to mention, but not to discuss, one or two other questions connected with the subject of unity in high school history work. In the first place, we must not confuse *unity* in the history work of any school with *uniformity* in history courses throughout the country. Uniform courses are desirable to a great extent, especially if the high schools are alike, as they were fifteen years ago. But how are we to get the unity that we desire, and the courses that we need, in high schools as diverse as those named respectively classical, English, scientific, commercial and polytechnic? It cannot be done through nation-wide uniformity of history courses, unless we agree to the dictum, "In essentials, uniformity; in non-essentials, charity; in all things *UNITY*." Surely the lesson of this great nation of ours, which became a nation not through a uniform, centralized system, but through a union of autonomous states, proves that more unity may be attained through diversity than through uniformity.

SOME PHASES OF THE PRESENT HISTORY PROBLEM

First of all, we find on every side, especially since the beginning of the great European war, a demand for more teaching of modern history. How many of our graduates who are quite familiar with Rameses II, and Themistocles, and Sulla, knew anything, before the outbreak of this war, about the international policy that was followed by Bismarck after the formation of the German Empire? How many who are fairly well informed about the social and political reforms of Julius Cæsar understood the social and political reforms brought about by the Liberal party in England during the last seven years?

Second, we find not only a demand for more teaching of modern history, but for more modern teaching of older history. Whereas we were formerly content to study the past in the past, some are now insisting that we teach chiefly the past in the present.

We find that there are many varieties of opinions between the two extremes, between the extremist on the one side who declares that the ancient world is more important than the modern world because it is "classical" and the extremist on the other who states that only that part of ancient history should be taught that is related directly to the present.

A third evidence of change is the reaction against political history. A generation ago the military side of history overshadowed any other. In order to show the continuity and unity of history, which military events tended to obscure, our writers and teachers intentionally or unconsciously borrowed Freeman's idea that "history is past politics." We of to-day must not forget that, even when the facts regarding government were not worth study in themselves, this study of political evolution was of the highest value, first, in showing the continuity of history; second, in emphasizing the development of nations and their institutions, and third, in training the pupils to see the relation of cause to effect. If we cannot do those three things in our newer courses which are devoted especially to the study of economic and social history, we shall lose almost as much as we may gain by shifting the emphasis in our courses from government to industry, commerce or social progress.

A fourth element to be considered is the attitude of the colleges. At the present time our colleges demand, for instance, a full year of ancient history rather than a year or more of anything else. Many of them also refuse to give full credit for any other history. One of our oldest and best known universities gives but one year's credit for work to which all schools in California devote two years. I do not know why the colleges should prefer ancient history to any other, but I can see why they prefer a student who has been trained thoroughly in Latin or mathematics to one who has specialized in history. Our courses in history may seem continuous; really they are not. If we carried the *same set of students* through three years of continuous history, using, *throughout* those years, the same general methods, made more difficult and advanced each year, I can see that we should be in a position not only to demand equal credit with Latin and mathematics, but to receive it. If we applied to history the same solid, thorough, searching methods that must be used in Latin and mathematics, we could get both result in the achievement of our pupils and reward in fuller recognition by the colleges. You resent that "if," but I assure you that I consider it the largest "if" in the list here in California, where our generous University of California accredits both the old courses and the new, and all of our teachers are college graduates with some university training.

This brings me to the fifth problem; that of teachers and teaching. We teachers on the Pacific coast

are more or less isolated from the eastern high school world. Do you realize that in one of our oldest states, with a population nearly as large as that of Southern California, there are but two college graduates in all of the high schools who devote their attention exclusively to the teaching of history? Twenty years ago a similar situation was to be found in a great many states. Even in the last five years a radical change has taken place. Our colleges are furnishing us trained history scholars who are devoting their attention, and let us hope their lives rather than a few years, to the teaching of history in the high school. Two years ago, in this school, we had forty applicants apply for a single vacancy. Last year, for a position as assistant in civics and economics, three college teachers and ten Doctors of Philosophy applied. While this does not necessarily mean that these scholars can teach better than less scholarly teachers taught in the past, there is every reason to believe that we can do in the future what we have not been able to do in the past. Please do not take offense if I say that we high school history teachers of America must improve our teaching. That is another phase of the problem, of course, from the one that I am considering, but we must not allow impartial outside observers to say that Latin and mathematic students are better scholars and better trained than our own history students.

My last introductory statement is this: We must get *real continuity* instead of apparent continuity in our courses. It is hardly too much to say that in the past history has been in the high school curriculum but not of it. Students take three or four years of some subject, of which I have taken Latin and mathematics as typical. Occasionally students take three or four years of continuous history, but notice the difference. More than four-fifths of the students who take the first year of history fail to go on with the second year. Then in the second year classes we find that more than one-half of the students are new students who did not take the first year's work. Instead of beginning work where the first year left off (I mean in methods, development, etc., not in time periods), the teachers begin to build from the ground up again, this time to be sure with older pupils and some trained pupils. The third year the situation is likely to be even worse, but I will spare you. The question is this, how are we to remedy this evil? If we lived in the East, I should certainly be in despair, for the eastern colleges are very conservative about giving admission credits in history, and the high schools cannot easily change their courses, methods and work unless they can get the reward of college admission for the students who are properly prepared—certainly a "vicious circle!" Our problem in California is much simpler, and, through the generosity of our state university, lies with us. By us I mean each separate school and community, not necessarily the history teacher. We can prepare all of the fine history courses that we please, and per-

haps our school authorities will let us try them, but we cannot necessarily persuade, and it will do us no good to force, our students to take the courses that we have prepared.

TWO OR THREE YEARS OF EUROPEAN HISTORY?

In comparing the courses in history in American high schools at present we find that there is a fair degree of uniformity in regard to American history, which is usually given five times a week in the senior year. A little civics, usually very little, is a part of this course. We find that most high schools give also courses in ancient history. Probably more than one-half, with perhaps nine-tenths of the pupils, have devoted a year, five days a week, to this subject. The others have had it three times a week as a separate course, or about one half year, every day, as a part of general history or early European history. In the modern period there is so much diversity that I need not particularize.

Is it possible to unify courses as diverse as these? I think that it may be possible, if it is desirable. In other words, I believe that it is much better for each school to make its own courses a unit, designed to meet its own needs, than it would be to make these diverse courses more alike. In each school I believe that the courses can be unified, and should be unified, by making them *continuous for the average literary student*. If he can take but two years, make those two years a unit. As far as possible, even if he takes only ancient or early European history in the first year and American history in the last year, let the courses be planned for that type of student so that in both years he uses the same definitions and follows the same general plan of work. It is a very difficult gap to bridge, but it can be done, for those that take early European history if not for ancient history students.

In order to learn to what extent pupils in the different high schools of the United States take two years rather than three years of European history I sent out some months ago a set of eight questions. A copy of the questionnaire was given in the March number of the HISTORY TEACHER'S MAGAZINE, p. 91. I have summarized the results in the following table:

| | Far West | Middle West | East | Total | Percentage of actual replies |
|--|----------|-------------|------|-------|------------------------------|
| 1. Do more than 10% of your students take three years of European History? | | | | | |
| Yes | 15 | 4 | 10 | 29 | 18% |
| 2. What per cent. take two years of European History? | | | | | |
| Less than 15% | 15 | 9 | 20 | 44 | 30% |
| 15 to 25% | 9 | 9 | 9 | 27 | 18% |
| 25 to 40% | 9 | 7 | 8 | 24 | 16% |
| More than 40% | 9 | 23 | 21 | 53 | 36% |
| 3. Should 800 be the dividing point between Ancient and Medieval History? | | | | | |
| Yes | 24 | 30 | 44 | 98 | 58% |
| No | 23 | 33 | 26 | 82 | 42% |

| | Far West | Middle West | East | Total | Percentage of actual replies |
|---|----------|-------------|------|-------|------------------------------|
| 4. Should the division point in a two-year course come later than 800 A. D.? | | | | | |
| Yes | 36 | 58 | 47 | 141 | 83% |
| No | 10 | 5 | 14 | 29 | 17% |
| 5. Where should the dividing point come in a two-year course? ¹ | | | | | |
| 1100 | | | | 1 | 3% |
| 1450 | 16 | 12 | 12 | 40 | 26% |
| 1492 | | | | 8 | 5% |
| 1520 | 7 | 4 | 4 | 15 | 9% |
| 1648 | 9 | 23 | 20 | 52 | 33% |
| 1715 | 1 | 10 | 4 | 15 | 9% |
| 1750 | 6 | 9 | 11 | 26 | 16% |
| 1789 | | | | 2 | 1 1/4% |
| 6. What per cent. of the two years should be given to English History? | | | | | |
| Less than 20% | 2 | 6 | 8 | 16 | 10% |
| 20 to 35% | 30 | 46 | 34 | 110 | 68% |
| More than 35% | 7 | 7 | 21 | 35 | 22% |
| 7. Do you favor one-half year of Ancient History followed by one year of M. and M.? | | | | | |
| Yes | 25 | 34 | 37 | 96 | 52% |
| No | 24 | 29 | 34 | 87 | 48% |
| 8. Do you favor one year of European History, chiefly modern? | | | | | |
| Yes | 32 | 48 | 51 | 131 | 73% |
| No | 14 | 15 | 20 | 49 | 27% |

A study of the table that is given above shows that apparently less than twenty per cent. of our high schools give three years of European history to as many as ten per cent. of their pupils. On the other hand, fifty-two per cent. of the schools from which replies were received had twenty-five per cent. more of their students taking two years of European history. If it is our object, then, to gain unity and continuity in history work, it would seem wise to arrange our courses for the regular student rather than for the irregular history pupil, making a two-year course in European history the regular course, with an additional course or courses for those that wish three years on the history of Europe. In other words, unity and continuity must be obtained through the continuous work of the *pupil*, and not through the apparent continuity of the courses. If we can keep a set of students for two years in European history and then carry those students through a year of American history and civics, we should be able to get results worth having. They would have not only a clear idea of the continuity of history, but the use of continuous, progressive methods should have given them as good a training as they could have obtained in either of the subjects that I have taken for comparison, Latin or mathematics.

If we place the emphasis upon two years of European history in order to obtain more continuity, the further question arises, where shall the division be

made between the two years of work. Since the publication of the Report of the Committee of Five, much more attention has been given in many schools to the last century or two. I tried to learn by the questionnaire how many teachers preferred a division of European history different from the old arrangement of ancient history to 800 A. D. and medieval and modern for the second year. Of course, many who did not favor the division of a two year course into early European history and later European history did not reply to the questionnaire at all. Yet the fact that so many teachers to whom copies of the questionnaire were sent did reply shows that a large proportion of our teachers, probably more than half, wish to give less attention to ancient history and more to modern European. Furthermore, a great many made it clear that, although they wished to carry the students of a one year ancient history course to 800 A. D., they insisted on going back to the fourth century for the beginnings of medieval history.

Only a few replies indicated a preference for a separate full year of English history, most of the teachers apparently feeling that English history can be made a considerable part of the work of the second term of early European history and of the whole year on later European history.

Although a great many favored a date about 1450 as the point of division between early and later European history, a still larger number, as you notice, preferred 1648. It is interesting to notice that this date coincides with the date selected sixteen years ago by the Committee of Seven as the end of the medieval period. According to that report the period from 1450 to 1648 "marks the end of the Middle Ages" and "also forms the basis for modern European history," the sixteenth century being "a century of transition." "Although the treaty of Westphalia (1648) seems well within the sphere of modern history, it may not improperly be selected as the end of this era of transition." As a point of division between early European history and later European history 1100 A. D., 1250 A. D., 1715 A. D., 1750 and 1760 had a few advocates. Personally I believe that the point of division will be 1648 for the present, except in those schools or cities in which the industrial side of history seems to the teachers and the community to be most important. To an industrial student or teacher, ancient and medieval history has little to offer compared with the century and a half since the great industrial revolution. On the contrary, to the student of social changes, of culture and of civilization, the division of 1648 is rather late. To such a student the marvellous changes since the culmination of the Renaissance in the last half of the fifteenth century are no more marvellous than the wonderful contributions of the Middle Ages, of the early Germans and of early Christianity, of Rome, of Greece, of the ancient Near East, nay even of the long neglected prehistoric periods. I am inclined to believe that for special students such as these and for the general student as well a point of division in the fifteenth

¹ These dates were intended to represent the beginning or end of movements.

century will ultimately be found better than one in the seventeenth century.

I was particularly interested in the answers regarding what may be called the transitional periods, that is, the period of transition from ancient to medieval history and the period of transition from medieval to modern history. A great many teachers favored a brief summary of the transitional period in connection with the course on the preceding period, yet wished to leave the careful study of the transitional period until the later period is considered. For example, many who were anxious to include a summary of the barbarian invasions and kingdoms to 843 A. D., insisted that medieval history should begin with changes in the fourth century. Perhaps you have forgotten that the Committee of Seven recommended just such a plan. I am interested to notice that our newer text-books on the medieval period begin with the fourth century instead of the ninth century. Many teachers also favor a similar study of the transitional period from 1450 to 1648 or 1760, making a survey of the period with the students who take early European history and a careful study of that period with the students who go on with a second year of later European history.

Coming now to the last point in the questionnaire, I find a very interesting situation. You will notice that seventy-three per cent. of the replies favor a one year course in European history, most of these making clear the fact that such a course should be offered to certain students who can take only one year of history. More enthusiasm was exhibited over this subject by many of the teachers who replied affirmatively than over any other question. It is certain then that many schools do feel the great need of such a course, although most of them do not see such a need.

This brings up the interesting problem of what history under the new courses will be offered to the student who can give but one year to European history. It seems to me that the later European history is not a good *one* year course. I should certainly prefer to have our students take the old medieval and modern history course, especially if a brief survey of the contributions of the ancient world and the Germans precedes the events of the feudal age. I believe, however, that unity and continuity may be obtained, for those students who take American history and government, with any one of the three different one year courses, viz.: Early European, which I have already considered briefly, general European, which I have just discussed, and medieval and modern, from the time of the Germanic invasions.

For the "two year" student who takes medieval and modern history, followed by American history and government, the problem of unifying the course is comparatively simple. In the Pasadena High

School we have been trying with some success for two years the plan of placing these modern history students in separate American history classes which devote special attention to the relation between European and American events. We have not yet "standardized" our work enough to get the best results from continuous work.

Unfortunately, with us in Pasadena High School, the two year student has been the regular history student, the three year student being exceptional, and the one who takes four years of history almost unknown. In spite of that I believe that we should plan our work primarily for the three year course, for I believe that, if we offer more work on modern history and less on ancient, we shall attract our students and hold them through three years. As far as I can discover, our present attempt to give to our students three years of continuous work instead of two years, more or less irregular, will be a success. It is being made a success by the emphasis placed upon modern history in Europe, and by interesting them more in "civics," including current political, economic and social problems.

SOME CONCLUSIONS AND SUGGESTIONS

In conclusion, I wish to offer a suggestion and a summary. I believe that we can secure unity and continuity, especially in large high schools, by arranging our courses to meet the needs of separate groups of students. Each school and each community must find out what those groups are, what they want and what can be offered to them. I am taking the liberty of offering the following scheme of single unit "blocks" and double unit blocks covering five periods or topics.

SUGGESTED ARRANGEMENT OF HISTORY COURSES.

| SINGLE UNITS (One-half year subjects) | | DOUBLE UNITS (Two one-half year subjects) | |
|---|--|--|--|
| A | Ancient History | A' | Ancient Near East and Greece |
| | | A" | Rome |
| Transitional Period 376 A. D. to 843 A. D. | | | |
| B | Medieval History | B' | General Medieval |
| | | B" | English Medieval |
| Transitional Period 1450 A. D. to 1760 A. D. | | | |
| C | Modern History | C' | Early Modern, or English Modern |
| | | C" | Recent European |
| D | American History (except recent) | D' | Early American |
| | | D" | Later American |
| E | Civics (possibly with recent American) | E' | American Government |
| | | E" | Civic Problems, or Political Economy (concrete), or "Sociology" (concrete) |

At first glance this arrangement of courses seems complicated and perhaps confusing. Really it is not. More than that, by combining those courses that meet the needs of any school or community, a program can be arranged that may provide for three years of European history (four years in all), or for a two year course in European history, or for one year of European history with one of American. For example, a *three year course in European history*, including A' A", B C, B" C', is our old friend Ancient, M. & M., and English History, favored by the Committee of Seven. A' A", B' B", C' C" is the three year course suggested by the Committee of Five. Again, if the school must prepare for college, since most colleges insist on ancient history for entrance, a *two year course in European history* can be made up of A' A", B C. For those schools that wish two years, chiefly on modern Europe, the two year European course favored by an overwhelming majority of the high school teachers, that is, A B, C' C" should meet their needs exactly. I need not discuss the later courses on civics, civic problems, economics and "sociology," for, like the subject of methods, that is "another story."

Summarizing, may I repeat? Unity and continuity cannot be obtained by a skillful arrangement of courses for a period of one or more years longer

than the average student can be persuaded to take our courses. Neither can it come through the student simply by arranging for him continuous work in history. We must obtain unity and continuity by making our work really continuous for the students, not simply in time but in methods, and in prerequisites for the later courses. We must demand each year not simply a knowledge of facts that the pupil has considered in the past but ability to solve more difficult problems, to extend his supplementary reading further and more independently, to organize better the material that he receives in class or gathers outside, to form truer judgments and to think logically, for history is as logical as any non-theoretical subject can be. I know you have heard all this very many times, but I fear that we shall tell it to ourselves, and try to tell it to others, a hundred times before we shall bring our work where we want it. To me the new courses in European history simplify almost all of these problems, for I believe that we can hope to get students in the new courses for two continuous years of European history where we despaired of getting students for more than one year of the old two or three year courses. If we can get them and keep them, then surely the problem of unity and continuity in our history work is that much nearer solution.²

College Entrance Examinations in History

BY PROFESSOR E. D. FITE, CHIEF READER FOR 1914.

The candidates for examination in history for 1914 in the examinations of the College Entrance Examination Board, were furnished with information blanks, which they were requested to fill out beforehand and place in the answer books at the time of the examination; thus no time of the examination period was taken for filling out the blanks. Formal assurance was given that the rating of the books would in no wise be influenced by the nature of the answers on the blanks, and this was strictly adhered to by the committee of readers. The questions asked on the blanks covered the type of school in which the candidate was prepared, whether it was public or private, in what year of the school course the subject was taken, how many weeks were spent on the subject per year, how many periods per week, how many minutes per period, and the author and title of the textbook.

Forty-one per cent. of the candidates neglected to hand in the desired information, but as the number of failures among these was approximately the same as among the fifty-nine per cent. who did comply with the request, the returns of the latter may fairly be taken as representing the whole.

The responsibility for the number of failures, which is larger in history than in most subjects, may be variously laid to the schools, the text books, the committee of examiners, the committee of readers, and the

| SUBJECT | Approximate Per Cent. of Candidates Obtaining a Rating of 60 or Better. | |
|--------------------------|---|-------------------------------|
| | Among all candidates | Among those handing in blanks |
| Ancient | 37 | 42 |
| American | 32 | 32 |
| English | 30 | 34 |
| Medieval and Modern..... | 28 | 25 |

College Entrance Examination Board itself. It is, of course, to be borne in mind that there are reasons for the failures in the Board examinations, which are inherent in the very nature of the Board itself. Pupils are admitted to the examinations without adequate preparation, some having prepared under a private tutor and some by their own individual study without

² A paper prepared for the Southern California Social Science Association which met in Pasadena, Cal., April 10, 1915.

any supervision; and the number thus preparing is probably larger in history than in other subjects. Last year sixty-four per cent. of those who prepared under a tutor failed to attain a mark of 60, this year sixty-six per cent.; in 1913 seventy-four per cent. of those who had no preparation outside of their own efforts, fell below 60, this year seventy-eight per cent. Those, too, who have failed to pass the examinations set by the colleges, or have been dismissed from their preparatory schools during the year for some breach of discipline, or who for various reasons have no certificate of scholarship from their teachers and can have none, undoubtedly find their way to the Board's examinations. Whether these conditions as to the standing of the candidates should persist, is a matter for the Board to decide. It is perhaps its business only to test the candidates by examinations and not to debar any because of the method of preparation, but while these conditions stand they may help to explain to the anxious teachers of the country, who are staggered by the large number of failures, why this number is so large.

As to the question of the painstaking of the readers of the papers and the fairness of their standard of marking, teachers and others interested have a right to a description of their methods. In the opinion of the writer, such knowledge must be reassuring to all, that there is little opportunity for carelessness or unfairness. The readers, chosen from the colleges, the public high schools, and the private preparatory schools, by the Executive Committee of the Board in consultation with members of the Board and others, and allowed to serve for a number of years for the sake of their cumulative experience, must naturally make some mistakes. Great precaution, however, is taken to reduce these to a minimum. The committee of fifteen readers is divided into four small groups, each to read a single subject, on the principle that the smaller the group the more nearly possible will it be for the readers to maintain a common standard within the group. At the outset, every reader of a group reads the same five or six papers, and then all within the group consult concerning the standard to be agreed upon for every question. With an average rate of from five to six papers read per hour by each reader for six hours per day, it can be affirmed that more careful and more serious reading could scarcely be attained. Every book rated between 65 and 35 is read twice, so far as possible by a representative of the colleges and one from the preparatory schools, and the final marks given often represent considerable discussion by the two readers concerned. To assist in maintaining a common standard among the groups, the chief reader is present at the discussion by each group, preliminary to the determination of the standard, and spends the remainder of his time in watching for too high and too low marks, re-reading debatable papers, settling doubtful points as far as possible, and exercising general supervision. Not one on the committee of readers, either from preparatory schools or colleges, believes that the standard of rating is too high, and

not one of them believes that the questions on the papers are too difficult.

If the rating is fair, the setting of the papers may next be called in question. A description of method may again be interesting. The committee of Examiners is composed of representatives of both colleges and preparatory schools. Early in the fall, each member of the committee makes out a paper in each subject, which is criticized by each one of his colleagues and returned, to serve, with its criticisms, as the basis of the second paper by each examiner. From these second papers the chief examiner constructs a trial paper, which, in turn, is criticized by all and made the basis of the final paper, which is constructed by all the examiners, meeting together in private conference. An attempt is made to admit no question which is not touched upon in the customary text books. To say the least, this system is a careful one. The readers, it has already been pointed out, do not believe that the questions are too difficult, and the Committee of Revision consisting of the chief examiners in all subjects together with secondary school representatives, appointed by the New England Association of Colleges and Preparatory Schools, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, and the North Central Association of Colleges and Secondary Schools, to whom the questions for 1914 were submitted in completed form before the examinations, indicated that it approved of the nature of the questions.

As to the text books, it is a common observation that the high school text books in history have materially improved in the past fifteen years, so that now it is possible to secure adequate books. In almost every instance, according to the returns on the information blanks, the better texts are in use. A very few candidates each year enter the examinations on the grammar school texts, but success achieved by these candidates is rare indeed.

This brings us to the schools, and especially to the school programs. Comparison with 1913 as to the number of candidates devoting full time to history is not undertaken, because last year no report was made by the candidates as to the length of the recitation period. If we take full work to be work stretching through the entire year, for five recitations of at least thirty minutes each, or for four recitations of forty minutes each, then on this basis, according to this year's returns, we have the following table:

| SUBJECT | Total number of candidates handing in blanks | Percent. of reporting candidates who devoted full time to history | Percent. of those reporting full time who obtained a rating of 60 or better | Percent. of those reporting less than full time who obtained a rating of 60 or better |
|---------------------|--|---|---|---|
| Ancient | 527 | 65 | 46 | 35 |
| American | 525 | 50 | 37 | 22 |
| English | 188 | 60 | 41 | 23 |
| Medieval and Modern | 24 | 62 | 26 | 22 |

Here certainly is food for thought for the makers of school programs. Inasmuch as the standard, to which the examination questions are made to conform, requires daily work for a year in each subject, satisfactory results cannot reasonably be expected of those candidates who have devoted to their subject short recitation periods, two or three times a week, for only a part of the year. This year the full time candidates were in every case considerably better off than the part time candidates, so far as attaining a mark of 60 was concerned. Nor can it be deemed that the candidates who are forced to divide what otherwise might be a full year's work in American history with the second subject of civics, have a fair chance in either subject. The feeling is strong among teachers that this combination of subjects is untenable. If the students in Ancient, Medieval and Modern, or English history have but one subject to master in a year's time, those in American history cannot master two in the same length of time. The makers of the school programs may feel that they can give but a year's time to American history and civics, so long as the Board counts these two subjects as a single unit. Less than five per cent. of the candidates in American history reported that they had studied this subject and civics separately.

The number passing in ancient history could doubtless be increased if this subject were taken entirely out of the first year and placed later in the course. Eighty per cent. of those who took this subject in their first year failed to attain a rating of 60, while only thirty per cent. of those who took it in their fourth year fell below this rating. Some schools place the subject in two different years and thus devote to it from five to ten hours; but this seems to be both an unfair and an uneconomical use of time.

Between sixty and seventy per cent. of the candidates in American history took the subject in the fourth year of the course, while English history as a rule was confined to the third or fourth years. Medieval and Modern European history, the most difficult subject of all, was taken almost entirely in the second or third year. It is a fair question whether or not this subject, in which usually only about twenty-five per cent. of the candidates receive a rating of 60 or better, should be dropped entirely; but there can be no doubt that if the subject is continued by the Board as an entrance subject, it should be placed in the last year of the course.

The fact that Ancient history fares best in the rating is due to several causes. As taught from the text books, the subject itself is the easiest of the four, and in many an instance it is the pet of the school programs; no other subject is pursued in two different years, and in no other subject is full time so common.

This sums up the results of my investigation of the information blanks of 1914. The information has now been gathered for two successive years, with substantially the same results, so that it would seem as if the work could well be suspended for a few years till conditions have changed.

STATISTICS OF 1914 EXAMINATIONS.

PERCENTAGE OF CANDIDATES RECEIVING GIVEN RATINGS

| SUBJECT | Number of candidates | RATINGS | | | | | | | | |
|----------------------|----------------------|---------|-------|-------|-------|-------|------|--------|--------|--------|
| | | 90-100 | 75-89 | 60-74 | 50-59 | 40-49 | 0-39 | 60-100 | 50-100 | 40-100 |
| English..... | 3482 | 1.3 | 14.2 | 36.1 | 20.2 | 16.5 | 11.8 | 51.6 | 71.7 | 88.2 |
| History | | | | | | | | | | |
| A. Ancient..... | 894 | 0.6 | 7.7 | 29.6 | 18.5 | 19.6 | 24.0 | 37.9 | 56.4 | 75.9 |
| B. Medieval & Modern | 63 | 0.0 | 0.0 | 28.6 | 14.3 | 20.6 | 36.5 | 28.6 | 42.9 | 63.5 |
| C. English..... | 325 | 1.2 | 4.9 | 23.7 | 15.0 | 18.5 | 36.6 | 29.8 | 44.9 | 63.4 |
| D. American..... | 719 | 1.1 | 5.4 | 26.1 | 17.4 | 21.1 | 28.9 | 32.7 | 50.0 | 71.2 |
| | 2001 | 0.8 | 6.2 | 27.4 | 17.3 | 20.0 | 28.2 | 34.4 | 51.8 | 71.8 |
| Latin..... | 5641 | 2.1 | 19.9 | 34.4 | 14.9 | 10.9 | 17.8 | 56.4 | 71.3 | 82.0 |
| Greek | 708 | 6.2 | 32.5 | 29.0 | 11.0 | 8.6 | 12.7 | 67.7 | 78.7 | 87.3 |
| French | 2309 | 3.6 | 23.5 | 34.8 | 14.2 | 10.7 | 13.3 | 61.9 | 76.1 | 86.0 |
| German | 1971 | 3.6 | 15.6 | 28.8 | 15.2 | 13.8 | 23.0 | 48.0 | 63.2 | 77.1 |
| Spanish..... | 24 | 0.0 | 20.8 | 25.0 | 12.5 | 20.8 | 20.8 | 45.8 | 58.3 | 79.7 |
| Mathematics | 5827 | 8.1 | 15.2 | 25.3 | 12.2 | 12.3 | 26.9 | 48.6 | 60.8 | 73.1 |
| Physics..... | 733 | 9.7 | 18.4 | 27.4 | 10.6 | 9.1 | 24.7 | 55.5 | 66.1 | 75.3 |
| Chemistry | 478 | 4.4 | 24.3 | 33.5 | 12.1 | 9.3 | 16.3 | 62.3 | 74.4 | 83.7 |
| Biology | 12 | 8.3 | 25.0 | 25.0 | 16.7 | 16.7 | 8.3 | 58.3 | 75.0 | 91.7 |
| Botany | 22 | 0.0 | 22.7 | 36.4 | 36.4 | 4.5 | 0.0 | 59.1 | 95.5 | 100.0 |
| Geography | 45 | 0.0 | 11.1 | 15.6 | 24.4 | 22.2 | 26.7 | 26.7 | 51.1 | 73.3 |
| Zoology..... | 27 | 0.0 | 37.0 | 25.9 | 7.4 | 18.5 | 11.1 | 63.0 | 70.4 | 88.9 |
| Drawing | 60 | 8.3 | 21.7 | 45.0 | 3.3 | 6.7 | 15.0 | 75.0 | 78.3 | 85.0 |
| Music..... | 10 | 0.0 | 0.0 | 60.0 | 10.0 | 10.0 | 20.0 | 60.0 | 70.0 | 80.0 |
| Total | 23350 | 4.1 | 17.1 | 30.9 | 14.9 | 12.9 | 20.1 | 52.1 | 67.0 | 79.9 |

PERCENTAGE OF RECOMMENDED CANDIDATES RECEIVING GIVEN RATINGS

| SUBJECT | Number of candidates | RATINGS | | | | | | | | |
|----------------------|----------------------|---------|-------|-------|-------|-------|------|--------|--------|--------|
| | | 90-100 | 75-89 | 60-74 | 50-59 | 40-49 | 0-39 | 60-100 | 50-100 | 40-100 |
| English..... | 2239 | 2.0 | 17.4 | 39.1 | 18.8 | 13.9 | 8.8 | 58.5 | 77.3 | 91.2 |
| History | | | | | | | | | | |
| A. Ancient..... | 577 | 0.9 | 10.7 | 34.8 | 19.2 | 15.6 | 18.7 | 46.4 | 65.7 | 81.3 |
| B. Medieval & Modern | 38 | 0.0 | 0.0 | 28.9 | 23.7 | 21.1 | 26.3 | 28.9 | 52.6 | 73.7 |
| C. English..... | 198 | 2.0 | 6.1 | 27.8 | 15.7 | 17.7 | 30.8 | 35.9 | 51.5 | 69.2 |
| D. American..... | 426 | 1.9 | 7.3 | 28.2 | 17.8 | 20.4 | 24.4 | 37.3 | 55.2 | 75.6 |
| | 1239 | 1.4 | 8.5 | 31.2 | 18.3 | 17.8 | 22.8 | 41.1 | 59.4 | 77.2 |
| Latin | 3568 | 3.1 | 25.1 | 36.5 | 13.9 | 9.3 | 12.1 | 64.7 | 78.6 | 87.9 |
| Greek..... | 517 | 7.5 | 38.5 | 29.0 | 9.7 | 7.2 | 8.1 | 75.0 | 84.7 | 91.9 |
| French | 1459 | 5.1 | 30.6 | 36.1 | 11.9 | 8.1 | 8.2 | 71.8 | 83.8 | 91.8 |
| German..... | 1231 | 5.0 | 20.5 | 32.5 | 13.9 | 11.2 | 6.9 | 58.0 | 71.9 | 83.1 |
| Spanish..... | 13 | 0.0 | 23.1 | 23.1 | 23.1 | 30.7 | 0.0 | 46.2 | 69.3 | 100.0 |
| Mathematics | 3808 | 10.7 | 18.5 | 27.3 | 12.2 | 11.1 | 20.3 | 56.5 | 68.7 | 79.7 |
| Physics..... | 491 | 13.2 | 21.4 | 28.9 | 9.0 | 8.4 | 19.1 | 63.5 | 72.5 | 80.9 |
| Chemistry | 311 | 7.1 | 29.6 | 36.7 | 11.6 | 7.1 | 8.0 | 73.3 | 84.9 | 91.9 |
| Biology | 8 | 12.5 | 25.0 | 37.5 | 12.5 | 0.0 | 12.5 | 75.0 | 87.5 | 87.5 |
| Botany | 16 | 0.0 | 31.3 | 50.0 | 18.7 | 0.0 | 0.0 | 81.3 | 100.0 | 100.0 |
| Geography | 28 | 0.0 | 3.6 | 21.4 | 25.0 | 25.0 | 25.0 | 50.0 | 50.0 | 75.0 |
| Zoology..... | 20 | 0.0 | 45.0 | 20.0 | 0.0 | 20.0 | 15.0 | 65.0 | 65.0 | 85.0 |
| Drawing | 37 | 16.2 | 27.0 | 43.2 | 5.4 | 2.7 | 5.4 | 86.5 | 91.9 | 94.2 |
| Music..... | 3 | 0.0 | 0.0 | 66.7 | 0.0 | 33.3 | 0.0 | 66.7 | 66.7 | 100.0 |
| Total | 14988 | 5.7 | 21.5 | 33.2 | 14.0 | 11.0 | 14.5 | 60.4 | 74.4 | 85.4 |

History in the Summer Schools, 1915

UNIVERSITY OF CHICAGO.

Chicago, Ill.

European History. The Medieval Period, 376-1300. Assistant Professor Walker.

European History. The Later Medieval and Early Modern Period, 1300-1715. Dr. Harvey.

European History. The Later Modern Period, 1715-1900. Mr. Scott.

Survey of the Ancient Orient from Prehistoric Times to Alexander the Great. Professor Breasted.

History of Antiquity. IV. The Civilization of the Mediterranean World from Alexander to Augustus. Assistant Professor Huth.

The End of the Roman Republic. Assistant Professor Huth.

The End of the Middle Ages, 1250-1500. Professor Thompson.

The Rise and Decay of the Absolute Monarchy in the Seventeenth and Eighteenth Centuries. Dr. Harvey.

The Expansion of Europe in the Nineteenth Century. Mr. Scott.

The Political and Social Institutions of Russia. Assistant Professor Harper.

Influence of Geography on American History. Professor Barrows and Miss Lanier.

Imperial England. Professor Terry.

History of the United States. The Formative Period, 1783-1829. Associate Professor Shepardson.

GRADUATE COURSES.

The Church and the Barbarians. Assistant Professor Walker.

Medieval Economic and Social History from the Crusades to the Epoch of Discovery. Professor Thompson.

The Struggle for the English Constitution. Professor Terry.

American Historiography and Bibliography. Assistant Professor Jernegan.

The Constitutional and Political History of the American Colonies. Professor McLaughlin.

Teachers' Course in American History, 1760-1860. Associate Professor Shepardson.

United States History. The New West, 1763-1830. Assistant Professor Jernegan.

United States History. The Old South, 1763-1833. Professor Dodd.

State Constitutions. Professor McLaughlin.

Studies in Confederate Internal History. Professor Dodd.

Geographic Influences in the History of the Western States. Professor Barrows.

UNIVERSITY OF COLORADO.

Boulder, Colorado, June 28 to August 7, 1915.

General Principles of Political Science. Professor MacDonald.

American Government. Dr. Lien.

Current Governmental Topics. Dr. Lien.

Teachers' Course in History. Assistant Professor Parish.

Medieval England. Professor Willard.

European History, 1300-1789. Assistant Professor Parish.

England and the American Colonies to 1776. Professor Willard.

History of the United States Since the Civil War. Professor MacDonald.

General Principles of Anthro-Geo-Geography. Miss Semple.

Geography of the Mediterranean Basin and its Relation to Ancient History. Miss Semple.

COLUMBIA UNIVERSITY.

New York, N. Y.

American History. Mr. Hill.

Ancient History. Mr. Hill.

The Foundations of Modern Europe. Dr. Kendrick.

Modern and Contemporary European History. Mr. Fox.

The Foundations of Modern Europe. Dr. Kendrick.

Modern and Contemporary European History. Dr. Humphrey.

Foundations of European Civilization. Dr. Humphrey.

A Survey of American History to 1789. Mr. Fox.

The Orient and Early Greece. Professor Magoffin.

Rome to the End of the Republic. Professor Magoffin.

The Middle Ages: Political and Social. Professor Muzzey.

The Protestant Revolt and the Wars of Religion, 1517-1648. Professor Ogg.

The Old Regime, the French Revolution and the Work of Napoleon. Professor Muzzey.

European History, 1815-1870. Dr. Shapiro.

European History Since 1870. Professor Krehbiel.

Formation and Development of the English Constitution to the Close of the Seventeenth Century. Professor Schuyler.

The British Empire. Professor Schuyler.

The United States, 1815-1850, with Special Reference to the Development of the West. Professor Lingley.

Recent History of the United States. Professor Lingley.

Iberian America, Its Settlement and Its Intellectual, Social and Industrial Development. Mr. Goldsmith.

Origins of Nationalism and Democracy in Modern Europe. Professor Shotwell.

Nationalism and Democracy in Europe Since 1870. Professor Hayes.

The Expansion of Europe to the Close of the Eighteenth Century. Professor Ogg.

Methods of Historical Study. Dr. Shapiro.

Seminar in Recent European History. Professor Krehbiel.

CORNELL UNIVERSITY.

Ithaca, N. Y., July 6 to August 13, 1915.

American Government and Politics. Professor Bretz.

American History. The Period of Civil War and Reconstruction, 1850-1875. Professor Bretz.

Greek and Roman History. Professor Sill.

English History to 1485. Professor Lunt.

Medieval History. Professor Lunt.

European History Since 1814. Professor Sill.

DARTMOUTH COLLEGE.

Hanover, N. H., July 6 to August 13, 1915.

Political History of the United States, 1829-1877. Professor Anderson.

The World War. Professor Anderson.

The Federal Government. Professor Hall.

International Law and Peace. Professor Hall.

UNIVERSITY OF DENVER.

Denver, Colorado, June 14 to July 23, 1915.

Industrial War and Peace. Professor LeRossignol.

The Government of the United States. Professor LeRossignol.

Child Welfare. Professor Warfield.

Eugenics. Professor Warfield.

Economics. Professor Warfield.

United States History. Professor Warfield.

HARVARD UNIVERSITY.

Cambridge, Mass., July 1 to August 12, 1915.

Principles of Government, especially American Government. Assistant Professor Arthur N. Holcombe and Professor A. B. Hart.

Elements of International Law and Modern International Questions. Professors George G. Wilson and A. B. Hart.

Municipal Sanitation. Professor George C. Whipple.

European History. Professors Ephraim Emerton and Edwin F. Gay.

Ancient History for Teachers. Professors William S. Ferguson and Charles H. Haskins.

The History of American Politics, 1750-1876. Professor Allen Johnson.

Military History. Captain A. L. Conger.

Seminary in Military History. Captain A. L. Conger and Assistant Professor R. M. Johnston.

JOHNS HOPKINS UNIVERSITY.

Baltimore, Md., July 5 to August 12, 1915.

Latin-American History and Diplomacy. Professor Latané.

American History, 1820-1860. Professor Latané.

American History, 1781-1801. Assistant Professor Myers.

English History, 1485-1688. Assistant Professor Myers.

Roman History. Professor Lipscomb.

International Law. Professor Latané.

American Party Government. Assistant Professor Myers.

UNIVERSITY OF ILLINOIS.

Urbana, Ill., June 21 to August 13, 1915.

Professor Carter, of Miami University, and Professor Hormel, of Boudoin College:

European History.

American History.

The History of the West.

European Political History.

The United States During the Period of Reconstruction.

INDIANA UNIVERSITY.

Bloomington, Ind., June 24 to August 20, 1915.

Medieval and Modern European History, 1300-1612. Assistant Professor McDonald.

English History, 1750-1837. Professor Coleman.

History of Modern Europe. The French Revolution, 1789-1795. Assistant Professor McDonald.

Roman History. Assistant Professor McDonald.

American History, 1781-1820. Professor Coleman.

American Political History, 1865-1912. Professor Coleman.

Europe and America, 1492-1776. Professor Coleman.

Development of the West. Dr. Esarey.

Seminar in Indiana History. Dr. Esarey.

Historical Method. Assistant Professor McDonald.

American Politics. Professor Hershey.

International European Politics. Professor Hershey.

Seminar in Political Science and International Law. Professor Hershey.

The Teaching of History and Geography. Mr. Ramsey.

UNIVERSITY OF KANSAS.

Lawrence, Kansas, June 10 to August 11, 1915.

Modern European History. Professor Becker.

Recent European History. Professor Becker.

The American Revolution. Professor Hodder.

International Law. Professor Hodder.

Historical Seminar. Professor Hodder.

English History. Professor Crawford.

MIAMI UNIVERSITY.

Oxford, Ohio, June 14 to September 3, 1915.

Modern Europe. Mr. Shilling.

History of the United States to 1790.

History of the United States, 1790-1914.

American Government. Mr. Shilling.

History of the United States. A survey from 1492 to the present time. Mr. Guiler.

Civics. Mr. Guiler.

English History from the Early Period to the Accession of Queen Elizabeth. Associate Professor Bradford.

History of the Ohio Valley from Earliest Period Until 1820. Associate Professor Bradford.

History of the Ohio Valley, 1820-1900. Associate Professor Bradford.

UNIVERSITY OF MICHIGAN.

Ann Arbor, Mich., June 28 to August 20, 1915.

The History of Greece. Assistant Professor Marsh.

The History of Rome to the Founding of the Roman Empire. Assistant Professor Marsh.

Social and Political Europe in the Age of the Renaissance and Reformation. Professor Dow.

The Teaching of History. Professor Dow.

The History of England Under the Stuarts, 1603-1714. Professor Turner.

The History of Europe Since 1870. Professor Turner.

History of the United States Since the Close of the Civil War, 1873-1913. Professor Paxson.

Seminar in American History. Professor Paxson.

UNIVERSITY OF MINNESOTA.

Minneapolis, Minn.

Modern Europe.

Modern England from the Seventeenth Century to the Nineteenth Century.

American History from the End of Jackson's Administration.

Teachers' Course in History and Government.

English Constitutional History.

The Renaissance.

Research in English Institutions.

UNIVERSITY OF MISSOURI.

Columbia, Mo., June 10 to August 6, 1915.

Ancient History. Mr. Wrench.

Modern History. Mr. Wrench.

English History and Government. Mr. Trenholme.

American History. Mr. Stephens.

Europe Since 1815. Mr. Trenholme.

American Social History. Mr. Stephens.

European Culture: Medieval Civilization. Mr. Wrench.

American Diplomatic History. Mr. Stephens.

English Constitutional History. Mr. Trenholme.

Seminar in Historical Research and Thesis Work.

American Government. Mr. Griffith.

European Governments. Mr. Griffith.

Municipal Governments. Mr. Griffith.

NEW YORK UNIVERSITY.

New York, N. Y., July 5 to August 13, 1915.

American History, 1783-1861. Professor Brown.

Seminar in American History. Professor Brown.

English History Since the Revolution. Professor Brown.

Modern European History. Assistant Professor Jones.

History of the Napoleonic Period. Assistant Professor Jones.

History of Europe Since 1870. Assistant Professor Jones.

Ancient History. Professor Waters.

Decline and Disintegration of the Roman Republic. Professor Sihler.

Commerce and Culture of Latin-American Countries. Professor Swiggett.

American Government. Dr. McLeod.

Governments of Modern Europe. Dr. McLeod.

Seminar in Current Political Problems. Dr. McLeod.

Principles of Politics. Mr. Crecraft.

Political Parties in the United States. Mr. Crecraft.

Current International Problems of the United States. Mr. Crecraft.

Municipal Government and Current Problems. Mr. Crecraft.

Constitutional and Party Development in New York State. Mr. Ayres.

OHIO UNIVERSITY AND STATE NORMAL COLLEGE.

Athens, O., June 21 to July 30, 1915.

Economics. Professor Elson.
 European History, I. From the Renaissance to the French Revolution. Professor Elson.
 European History, II. From French Revolution to the Present Time. Professor Elson.
 The British Empire. Professor Elson.
 American History, I. Covers the Period to 1800. Professor Hoover.
 American History, II. Covers the period from 1800 to the present time. Professor Hoover.
 Methods in History. Professor Hoover.
 Ohio History. Professor Martzoff.
 United States History Review. Assistant Professor Jones.
 General History, I. Embraces the period from the earliest written record to the Treaty of Verdun, 843 A. D. Assistant Professor Jones.
 General History, II. Embraces period from the Treaty of Verdun to the present time. Assistant Professor Jones.
 Civics. Assistant Professor Jones.

UNIVERSITY OF OKLAHOMA.

Norman, Okla., June 14 to August 6, 1915.

Economic History of the United States. Assistant Professor Adams.
 Medieval Europe. Associate Professor Floyd.
 Institutional History. Associate Professor Floyd.
 Political History of the United States. Professor Buchanan.
 Eighteenth Century Europe. Mr. Dale.
 History of Oklahoma. Mr. Dale.
 Seminar in American History. Professor Buchanan.
 Teachers' Course in History. Mr. Dale.

GEORGE PEABODY COLLEGE FOR TEACHERS.

Nashville, Tenn., June 17 to August 28, 1915.

Dr. Sioussat, Professor R. B. Brooks, Professor Walter L. Fleming, Professor F. M. Fling and Mr. Richard E. Womack.
 History of Tennessee.
 Review Course in Civil Government for Teachers.
 Southern History.
 English History.
 Review of American History.
 The Civil War, Reconstruction and Present American History.
 Industrial History of America.
 Roman History.
 Latin-American History.
 Methods of Teaching History.
 Modern European History.
 French Revolution.
 Greek History.
 Peoples of Latin America.

UNIVERSITY OF PENNSYLVANIA.

Philadelphia, Pa., July 6 to August 13, 1915.

History of Greece to 431 B. C. Assistant Professor W. W. Hyde.
 The French Revolution and Napoleon. Professor W. E. Lingelbach.
 Recent American History. Professor A. E. McKinley.
 The Teaching of History. Professors Lingelbach and McKinley.
 Europe Since 1814. Professor Lingelbach.
 American History from 1789 to 1830. Professor McKinley.

PENNSYLVANIA STATE COLLEGE.

State College, Pa., June 28 to August 6, 1915.

Geography and History. Miss Barton.
 The United States Since 1865. Professor Zook.
 Civil Government in the United States. Dr. Ashworth.
 History of Pennsylvania. Dr. Ashworth.
 Teachers' Course. Professor Zook.
 Europe Since 1815. Professor Zook.
 English Economic History. Dr. Ashworth.

UNIVERSITY OF SOUTHERN CALIFORNIA.

Los Angeles, Cal., June 28 to August 6, 1915.

The Later Middle Ages and the Renaissance. Professor Klingberg.
 Europe Since the Congress of Vienna. Professor Klingberg.
 History of the United States. Professor Malcom.
 Pacific Slope History. Professor Hunt.
 Teachers' Course in History. Professor Malcom.
 Japanese History and Civilization. Professor Dixon.

SUMMER SCHOOL OF THE SOUTH.

Knoxville, Tenn., June 22 to July 30, 1915.

Dean J. D. Hoskins, of the University of Tennessee; Dr. Clarence Perkins, Ohio State University, and Superintendent W. E. Miller, of Knoxville, Tenn.
 Ancient History.
 England Under the Tudors and Stuarts.
 England Under the Hanoverians.
 Western Europe.
 Recent European History.
 History of American Diplomacy.
 United States History.
 Tennessee History.

UNIVERSITY OF TEXAS.

Austin, Texas, June 12 to July 29, 1915.

The Early Middle Ages.
 The Feudal Age.
 The Later Middle Ages.
 The History of England Since 1713.
 The History of the United States from 1783-1850.
 The History of the United States Since 1850.
 The Institution of Texas and the Mexican War.
 The Civil War.
 The Origin and Development of the Latin-American Countries.
 British Expansion.

UNIVERSITY OF VIRGINIA.

University, Va.

Greek and Roman History. Professor Huffington.
 The Middle Age from the Fall of Rome to the Fifteenth Century. Professor McConnell.
 Modern Europe with Special Reference to the Present European War. Professor McConnell.
 English History. Professor McConnell.
 History of the United States. Professor Page.
 Civil Government in the United States. Professor Page.
 Virginia History. Professor Huffington.
 Review of United States History. Professor Huffington.

UNIVERSITY OF WASHINGTON.

Seattle, Wash., June 21 to July 30, 1915.

History of England Since the Accession of George III. Dr. Lutz.
 History of Europe Since 1870. Dr. Lutz.
 The American Revolution. Professor McMahon.
 Civil War and Reconstruction. Professor McMahon.
 Alaska and Russian Expansion in the Pacific. Professor Golder.
 The Far East in the Nineteenth Century. Professor Golder.

WEST VIRGINIA UNIVERSITY.

Morgantown, W. Va., June 21 to August 21, 1915.

Landmarks of English History. Mr. Higby.
 United States History and Civics for Teachers. Mr. Higby.
 Continental Europe in the Nineteenth Century. Mr. Higby.
 American Diplomatic History and Foreign Policy. Relation to international problems and international law. Mr. Callahan.
 International Law. Mr. Callahan.
 American Social and Economic History. Mr. Callahan.
 History of West Virginia. Mr. Callahan.

UNIVERSITY OF WISCONSIN.

Madison, Wis., June 19 to July 30, 1915.

Medieval History, 395-1095. Mr. Chase.
 Modern Europe, 1815-1915. Mr. Sellery.
 United States, 1830 to Present. Mr. Root.
 History of Greece from the Earliest Period to the Time of Augustus. Mr. Westermann.
 The Roman Empire from the Death of Julius Caesar to the Era of Diocletian. Mr. Westermann.
 Medieval Civilization. Mr. Munro.
 The Crusades. Mr. Munro.
 The Renaissance. Mr. Sellery.
 The American Colonies, 1689-1765. Mr. Root.
 History of American Neutrality, 1789-1915. Mr. Fish.
 The Teaching of History. Mr. Chase.
 Seminar in Medieval History. Mr. Munro.
 Seminar in American History. The problems of Grant's first administration. Mr. Fish.
 Government and Politics in the United States (Federal Government). Mr. Lloyd-Jones.
 Constitutional Law. Mr. Reinsch.
 International Law. Mr. Hornbeck.
 Oriental Politics and Civilization. Mr. Hornbeck.
 Party Government. Mr. Lloyd-Jones.
 History of Political Thought. Mr. Reinsch.

REPORT OF COMMITTEE OF THE MISSISSIPPI VALLEY HISTORICAL ASSOCIATION ON THE CERTIFICATION OF HIGH SCHOOL TEACHERS OF HISTORY.

The Report of Professor Paxson's Committee on the Certification of High-School Teachers of History, presented at Omaha, May 8, 1913 (*HISTORY TEACHER'S MAGAZINE*, June, 1913, p. 169), having reviewed the general aspects of the question as to what the content of the college course of the prospective teacher of history should be, asserts that the training of the high-school teacher of history should be directed by a college of liberal arts, and that the mastery of his subject is the prime necessity of the prospective teacher; that specific training for his teaching should be confined to the later years of the college course, and that courses for this training should include psychology, the history and theory of education and school administration. With regard to the amount and sort of work that the mastery of the subject requires, the report declares that from 25 to 40 points of a total of 120 may be asked for history studies, so distributed that 12 shall be given to general survey courses, of which one shall be in American history and about 20 to advanced courses. Further, it affirms that the training of the teacher of history should include a course directed to the study of the special problems that the teaching of history in the high school presents with a credit value of from 2 to 4 points. To our committee was delegated the enquiry as to what this special course on methods of teaching history in the high school shall consist of.

The warrant for such departmental teachers' courses is obviously in the fact that the different high-school subjects present each its own teaching problems, with which it is essential that the student teacher become acquainted and to which he must be taught to apply effectively the principles and the accepted theories of education. Such courses for prospective teachers would, it is believed, find justification whenever and wherever a trained body of high-school teachers was deemed necessary to society. At this time it seems especially essential that all that the experience of generations of teachers can give toward the equipment of the novice should be given, since statistics show that the great bulk of the instruction of high-school pupils is given by teachers who gain for themselves but

slight experience of teaching, the professional life of the average high-school teacher being limited to but a few years. There is indeed even more truth than humor in the recent characterization of teaching in the high school as "a procession rather than a profession."

Our committee feels strongly the folly of expecting that the teaching problems of the high school can be interpreted and met in these courses by instructors who have not had first-hand experience with them, and so we declare our conviction that there is no element of content of teachers' training courses so important as the teaching experience of the instructor who gives the course; and it is, therefore, urged as of paramount importance that only those be appointed to this work who can bring to it mature experience in teaching and close acquaintance with the problems of the high school.

These teachers' courses are not primarily designed to extend the knowledge of the student about the subject of his major or minor study. All the time of a two-credit semester course is needed to achieve the aim of imparting knowledge of method and giving facility in the use of it, yet it would be a mistake to think that those who receive the University Teacher's Certificate do not need strengthening in the field of knowledge of their subject. Most of the courses which they have been required to take in the University in their major subject—history—are in sections of the field far remote from the high-school divisions of the subject, and do not afford close acquaintance with the high-school material and field. The expectation that because of the power gained from such sources the novice at teaching can acquire the necessary intimacy with the high-school aspects of his subject progressively as he teaches it is often not fulfilled, because school systems require commonly six or seven recitations a day of him, some of them in subjects for which slight or no preparation has been had. There are lacking, therefore, to the teacher working under these conditions, both time and strength to get concurrently with his teaching the knowledge he needs. It is, therefore, believed that sooner or later the need must be recognized of supplementing this course on methods by the addition of another which shall give students, at the end of their senior year, a closer acquaintance with the content and material of the high-school field of the subject, both as to text-book and collateral reading.

Though teaching is an art, and methods must vary with the individual teacher, yet the following are judged to be elements essential to every course in methods.

I. Consideration of those topics, a knowledge of which gives the prospective teacher his bearings in his special field of teaching. These would include (1) the value of his subject as a high-school study; (2) the place to which it is entitled in the curriculum; (3) the definition of the content and the scope of the high-school units of the subject, and the relation of history in the high school to history in the grades; (4) the aims of the teacher of the subject; (5) the endeavor to inculcate proper ideals as to effort and achievement on the part of the high-school pupils.

II. Consideration of method of teaching history, which would include the examination of the special problems presented and the application to them of the accepted theories of teaching. Observation work would have its special service here.

III. The acquainting of the prospective teacher with the special tools which are required for the teaching of this subject.

IV. The giving the prospective teacher practice in applying this theory and handling these tools, this practice

being distinct from, though preliminary to, whatever practice-teaching with high-school pupils may be provided.

V. Practice work—that is, directed teaching of pupils of high-school age.

The agencies used to achieve these ends would be (1) lectures; (2) study of a text-book, such as the Report of the Committee of Seven, together with the Report of the Committee of Five, or Bourne's *The Teaching of History and Civics*; (3) reading as suggested by accompanying list, aggregating 1,000 pp.; (4) student reports and class discussions; (5) observation of teaching; (6) practice work, including both the preparation of various sorts of recitation material and the conduct of recitations under guidance.

This course on method should be much more than a purveyor of information, exceedingly important though it is to put the prospective teacher into touch with the experience of generations of teachers. It should seek to kindle zeal for social service, of which teaching must be recognized as the most potent instrument. It should magnify the calling of teacher and exalt the values that the study of history possesses for the high-school pupil, to the end that the teacher may take so seriously both his office and his task that he may have strong convictions respecting them and the courage of these convictions, and thus be both enlightened as to what high-school pupils may fairly be expected to do and steadfast in opposition to that not infrequent local opinion which would reduce pupil effort and industry to impotent terms.

In securing adequate effort from his pupils there are involved both quantity and quality of industry, and the prospective teacher must be brought to realize that his pupils must get from him both motive and guidance in the study of the history lesson. He must be made to see that for immature students the reading of history is not identical with nor equivalent to the study of history, and must therefore put into his assigning of the history lesson those features which shall make the assigned task clear, explicit, challenging and thought-provoking. As the text-book is the chief basis of method for inexperienced teachers, instruction in the teacher's use of the text-book will, therefore, be an important element of the course, and as a feature of this instruction the students should be required to assign lessons, and these efforts should receive classroom consideration and discussion.

The paramount necessity of collateral reading for high-school pupils has been denied occasionally, but never successfully. Yet it is a feature of the work in which failure is very common. Careful instruction of the novice is needed here that he may see clearly the prerequisites of success for him in this field; first of all that he himself have the mastery of the material which he requires his pupils to read, and that he selects that which is really profitable for them, then, that in making his requirements of his pupils in collateral reading, he reckon duly with the time that he may rightfully require of them, their lack of experience in using books, the difficulties consequent to a scarcity of relative inaccessibility of the books referred to, and the necessity of the utilization of such "follow-up" devices as shall secure that setting the task is followed by the performance of it. He should know what the most serviceable books for supplementary reading in the high school are, and should be required to get acquainted with these. The source material side of this supplementary reading should receive consideration in the course to the end that its usefulness for illumination and vitalizing the subject, and as basis for profitable study may be appreciated and turned to full account. Practice work in assign-

ing illustrative lessons on such source material as the Declaration of Independence and the Magna Charta will aid in giving significance to these features of the course.

Geography's relation to history should receive consideration, and the course should seek to give the student acquaintance with the best available tools for pupil and teacher in this important field. So, too, in the field of illustrative material, instruction should be given as to both what is available and most serviceable, and how it may be used to the best advantage.

The general topic—the conduct of the recitation in history—presents many important aspects of study involved in the application to work in history of the general principles of education. Specific features of this are the possibilities of written work, including the uses of the black-board; the special problems of method presented by special phases of the subject, e.g., military history, national finance, etc.; the uses of the pupil's notebook; recitation devices for securing variety and arousing fresh interest; the first recitations of the new year—their special problems and opportunities.

Directed observation by the students of successful teachers as they conduct recitations is considered an important element of the course, and it is the judgment of the committee that six observations, of which at least three should be consecutive in the subject, shall be considered a satisfactory minimum requirement in a semester course; that these observations, to be most effective, should come in the second half of the semester, and should be made according to explicitly given directions, and should be reported upon either at conference with the instructor or the teachers' course or in writing.

Most teachers of history are called upon to teach the high school course in civil government. Therefore, it is generally necessary that in this course on method a special reference be made to the aims, problems and method of teaching civics.

Acquaintance with the high school text-books of history and civics should also be promoted with helpful direction in evaluating them. To give concreteness to much of the foregoing instruction and to secure practical preparedness in one element of the teacher's task, students of the course may be required to work out a semester's plan of work in any one field of high school history with such detail that a working plan for each day may be secured.

Finally, since in this field of action the best way to learn to do is by doing, wherever possible, practice work (directed teaching) should be a feature of this teachers' course and facilities for it should be provided so that it may be done after the theories of teaching the subject have been laid down; opportunity for this should be furnished in such amount that each student assigned to it may have at least a week's consecutive practice with high school pupils.

The following is a detailed outline of this course, together with a bibliography valuable for the student.

| | |
|---------------------|-----------------------|
| WAYLAND J. CHASE | NORMAN M. TRENHOLME, |
| (Chairman) | HENRY E. BOURNE, |
| GUERNSEY JONES, | CARL C. ECKHARDT, |
| SAMUEL B. HARDING, | A. C. KREY, |
| WILLIAM E. DODD, | HENRY W. ELSON, |
| PAUL C. PHILLIPS, | ST. GEO. L. SIOUSSAT, |
| HARLOW LINDLEY, | FREDERIC DUNCALF, |
| FRANK L. HODDER, | JAMES E. WINSTON, |
| LAWRENCE M. LARSON, | DAVID Y. THOMAS. |

SUGGESTION OF COURSE ON METHODS OF TEACHING HISTORY.

The general purposes of the high school and the values of the study of history in their bearing on these: so, the aims of the teacher of history in the high school.

The place of history in the curriculum of the high school, together with an enquiry as to the scope and content of high school blocks of history.

The special demands made by this subject on the teacher of it.

What does studying a history lesson mean?

The use of the text-book.

Practice work in assigning a text-book lesson.

The use of source material in the high school.

Practice work in assigning lesson in source material.

Collateral reading—what to use and how to use it.

Geography's relation to history. Maps and map work.

Pictures—what to use and how to use them.

Practice work in assigning a lesson on picture material.

The possibilities of written work, including uses of the blackboard.

The history recitation. Direction of observation work.

Special problems of method, presented by special phases of the subject, e.g., military history, national finance, etc.

The special problems of civics teaching.

Comparison of text-books.

Devices for arousing interest.

Report from prospective teacher as to best books for collateral reading.

The first recitations of new year—their special problems and opportunities.

Student's formation of plan of semester work in any one field of high school history.

Pupils' reports on observation work.

Practice work in conducting recitation.

LIST OF READINGS FOR TEACHERS' COURSE.

Jaeger: The Teaching of History.

Johnston and Others: High School Education.

Wayland: How to Teach American History.

Proceedings of American Political Science Association, 1908, Vol. V.

Historical Association Leaflets, 1-12.

Historical Association Leaflets, 13-17.

Barnes: Studies in Historical Method.

Lecky: The Political Value of History.

Lecky: Historical and Political Essays.

The Study of History in Schools—Report of Committee of Seven.

Fling: Outline of Historical Method.

Diesterweg: Methods of Teaching History.

Kemp: An Outline of Method in History.

Hinsdale: How to Study and Teach History.

Harrison: The Meaning of History.

McMurry: Special Method in History.

A History Syllabus for Secondary Schools.

Hall: Methods of Teaching History.

Maitland, etc.: Essays on Teaching of History.

Keatinge: Studies in the Teaching of History.

Andrews, Gambrill and Tall: A Bibliography of History.

The Study of History in the Elementary Schools—Report of Committee of Eight.

Report of the Committee on Secondary School Studies—National Education Association, 1892.

Historical Sources in Schools—Report of a Select Committee.

Channing, Hart and Turner: Guide to the Study and Reading of American History.

Langlois and Seignobos: Introduction to the Study of History.

Johnson: History in the Elementary School.

The Study of History in the Schools—Report of Committee of Five.

Allen, J. W.: The Place of History in Education.

Seward: Note-Taking.

Cannon: Reading References for English History.

Baker: History in Fiction. 2 vols.

Bourne: The Teaching of History and Civics.

Outline for Study of American Civil Government, New England History Teachers' Association.

Vincent: Historical Research.

Hartwell: The Teaching of History.

Texas History Teachers' Bulletin, 302.

Indiana University Studies, No. 17, Materials, Methods and Administration.

Indiana University Bulletin, Vol. 7, No. 8, History Teaching in the High School.

THE HISTORY TEACHER'S MAGAZINE, Vols. I, II, III, IV, V.

GARY CONFERENCE ON HISTORY TEACHING IN THE SECONDARY SCHOOLS.

Owing to the wisdom and foresight of the Extension Division of Indiana University, there was held in Gary, Ind., on February 26 and 27, one of the most interesting and profitable meetings in the history of the State.

The Extension Division of the University, in co-operation with the Department of History, is extending to the history teachers of the State a consultation service in teaching problems, in charge of Prof. Oscar H. Williams, who has this year conducted consultation work in ten cities and towns in Indiana. In each locality history classes and facilities for work were examined, consultation and group conferences held and standards applied for judging instruction.

The work of the district conference—an outgrowth of this work—seeks to consider some of the most vital and concrete problems in every-day teaching of history, to define standards for measuring of courses of study and methods of teaching the subject. The work of the conference is excellent, and it is to be hoped will continue.

It was no accident of history that made Gary the seat of the conference, nor could a better setting have been found. Here the sun of the new century of education was rising and we were given an opportunity of witnessing it. The inspirational current of the Gary school system intensified that of the meeting and made the stage unique.

In every paper, talk, and discussion throughout the meeting there was loud denunciation of that portion—a large one—of instruction offered, which has furnished little interest or value because of its unnatural, unsubstantial, impractical character, and a common plea made for the practical, industrial and social activities of so definite and utilitarian a character as to insure valuable educational results—such activities and results as obtain in the Gary schools for nine hours a day, six days in the week, for twelve months in the year.

The forenoon of the first day was devoted to observation and study of what is generally conceded to be the most elastic, the most democratic, the most efficient, the most up-to-date, scientific educational organization to be found; a school which, shorn of all educational nonsense, artificial restraint, convention and tradition is finding and

furnishing a motive for the child, is reaching out and securing the most vital things related to life.

One of the really definite tendencies of our day is toward a more thorough and sympathetic understanding and education of children and their training under the most wholesome conditions, and to devise for them occupation wherein their natural and proper inclinations may find expression. We have seen the result of this tendency in new and better methods of education, in numerous social centers and various schools, with their clubs, classes in craftsmanship and the revival of the folk-dances and mystery plays, in the Boy Scout organization and that of Camp Fire for Girls, now extending everywhere, but nowhere have we seen such various qualities and methods inculcating in children as here—qualities of responsibility, self-reliance, resourcefulness and independence. Here each child is given a chance to create a little world of his own and to live in it the world round, if he wishes; where, in the words of Superintendent Wirt, "Every child may live his whole life through at some time of the day."

Here every phase of the school plant presents an educational opportunity, with activities as varied as life. Instead of the ordinary, all too common prison bar confinement and jail routine which forces escape to the street with no hope of return, children are given daily practice in self-active processes and are engaged in real occupations, such as keeping store, building houses, paying taxes, buying land, borrowing money, cooking, sewing and the like, each pupil selecting his own subject and advancing rapid or slow, according to his ability. No child holds back a class or waits a year for promotion, but is given extra hours in his deficient subjects.

Play and work are combined in such a way as to make it questionable whether the one is not as much of a preparation for life as the other. The trouble with adults is they forget to play and neglect to make play out of work. The little playhouse being built may not be inspired by any spirit of romance, but are very frank imitations of such dwellings as present-day Americans occupy. Their use, even though shorn of a certain glamor, may be a somewhat more practical preparation for the duties of life which twentieth century boys and girls must assume; the boys will provide occupation of their own, the girls acquire some degree of familiarity with the housewifely arts.

Nobody can get what he wants until he knows what it is, and few are possessed of the knowledge. In the Gary schools they teach the child to desire the thing he should have and then give it to him at the right time. The time that would otherwise be spent upon the street or in the alley is utilized in work, play or study, each planned and arranged in such a manner as to increase the greater aptitude of the child as well as the greater efficiency and service of the equipment. Work is not only co-ordinated with play and study, but with the industrial life of the town. In the workshops, garden and farm are produced the equipment for the school. Manufactured and agricultural products are sold and the resulting revenue deposited in the school bank to the credit of the investor, to be removed later to the downtown bank which pays the customary interest.

Outside educational institutions are drawn into active co-operation with the school, under its supervision, such as the public library, the church school for religious instruction, industrial establishments and voluntary associations, such as Boy Scout work and Y. M. C. A.

Half of the pupils are on the playground, in manual training, printing, drawing, music, swimming pool, gymnasium or library, the other half engaged in regular studies

in the classroom, listening to lectures or viewing stereopticon work in the auditorium. All are sent to some other department at the close of every hour. This method provides accommodation for twice as many pupils as otherwise. Kindergarten, grammar grades and high-school work and play, side by side, mingle and learn from each other unconscious of the injurious caste system.

The numerous special features which distinguish the system and set it apart from others are too well known to educators to need repeating, did space permit. We can only say it is more than a school; it is a college furnishing twelve years of preparation for life and happiness. When asked, "What are they trying to do?" we answer, "Teaching the child to live." To the question, "How well are they doing it?" we reply, "Better than we have seen it done." When they ask, "Is it worth doing?" we say, "Yes, and cheap at the price."

The time spent in observation was all too short. We were like the children—we wanted more. Our hope was that other American children might be freed and enabled to profit by the experiment, which could be easily effected in any large school that could provide a playground, an auditorium and an assembly room.

The opening session of the conference was begun in the music room of the Emerson Building, at two-thirty, with Mr. J. W. Rittinger, of Laporte, presiding and Miss Brown, of East Chicago, secretary.

Owing to the absence of Superintendent Wirt, the opening talk was given by Prof. Spaulding, principal of the Emerson High School. Prof. Spaulding gave, in brief, the "Gary Idea" and plan of education.

Dr. Harding, Professor of European History, Indiana University, then read a paper on "The European War." He went into the physical and political geography of conditions, with a definiteness of detail which revealed perfect knowledge of the subject, and painted the historical background so vividly as to show clearly the immediate and remote causes out of which the war had arisen. He dwelt on the physical conditions as the chief item of consideration among the diplomats and military agitators. His summary was complete and convincing.

One of the most interesting papers of the meeting was read by Miss Lena Johnston, Plymouth High School, on "Well-Directed Reading in History." With a clearness of outline and definiteness of purpose the reader emphasized, in a pleasing and inspiring manner, the necessity and value of the properly directed reading course as an aid to historical culture, in the hands of the sympathetic, far-seeing, capable teacher. Effective work demands a library and the ability to use it.

"Constructive Note-Book Work" was next discussed by Mr. Shepherd Leffler, of South Bend High School. Mr. Leffler heartily endorsed the scientifically constructed note-book work and clearly revealed its possibilities as a factor in securing better and more certain results, both for teacher and pupil, in the study of history.

Miss Charity Dye, in a well-illustrated talk, made an earnest and eloquent plea for more and better "Dramatization of History Material." Vitalize, visualize, dramatize, "pageantize," is her prayer. She impressed upon her audience not only the great necessity for this kind of work, but its possibilities, which are infinite. With her wonderful gift of imagination and command of language she vivified the possible pageantries of individual communities and made them enroll as a drama.

Prof. R. D. Chadwick, Emerson School, Gary, in a paper entitled "Visualizing History Work," outlined his plan and purpose of history teaching, and gave his various methods and devices used in correlating it with the social and in-

dustrial life of the community. He provided each teacher with a souvenir envelope containing views of his classroom, with its elaborate equipment, besides various devices and apparatuses used in visualizing and vitalizing his instruction. Much time had been spent and unusual interest manifested, previous to the meeting, in examination of this excellent equipment and classroom work, which added to the interest and profit derived from the paper. All felt that Prof. Chadwick knew how to vitalize, that he had the material at hand and was securing results.

A unique and enjoyable feature of the proceedings was a dinner for the teachers, served in the dining-room of the Emerson Building at six o'clock.

The excellent line of visualizing material, furnished by the various publishing houses and carefully and wisely exhibited by Mr. Thue in the library, was the object of much study and thought during the meeting.

The "Medieval Castle," illustrated by Prof. Harding, and "The Possibilities of Moving Pictures in History Work," demonstrated by a representative of the Nicholas Power Company, of New York, furnished the evening's entertainment and instruction.

The second day's session of the conference was called to order at nine-thirty Saturday, with Mr. Shepherd Leffler, of South Bend, presiding and Miss Minnie C. McIntyre, of Valparaiso, as secretary.

After a few preliminary remarks and announcements by Mr. Leffler, a paper was read by Prof. S. Harding, on "The Nature and Method in History." Prof. Harding emphasized the necessity of method and gave a consecutive view of the progress and improvement in method as carried out in practice, and advised diversity of assignment and the use of collateral reading as aids to greater advancement.

Prof. Hornton, principal of high school, Mishawaka, discussed the "Standards of Value for Community Civics," and presented a plan intended to produce better and more practical results, emphasizing the necessity for reorganization of the subject on more practical lines, and dwelling on the need of vitalizing the work through a knowledge of the near and immediate rather than the remote and abstract. The aims he would make: 1. To furnish civic intelligence. 2. To energize and make practical all knowledge. 3. To enlist the sympathy of the student in the welfare of all about him and training in knowledge of how that welfare may be removed from the power of the small group. Instead of instructing in a knowledge of antiquated constitutions—"The political wisdom of the dead"—he would give the true meaning of a true democracy and train for efficiency in public service, emphasizing that which can be translated into better living. Instead of formal organization of government, constitutions, laws and rulers, he would substitute that which is interpretable through the every-day experience of the pupil.

Prof. H. G. Childs, of Indiana University, spoke on "Social Emphasis in History Instruction." He pointed out the growing importance, the necessity for such emphasis, and stated that it was woefully, even criminally, neglected in the realm of his experience and observation, which covered a large field. He reported finding but a dozen "bright spots" in Indiana and but fifty per cent. of her teachers prepared for their work. These conditions, he thought, were similar to those existing in other States.

"Standards of Value for High-School History" was next discussed by Prof. C. O. Davis, University of Michigan. Prof. Davis called attention to the absence of standards and their need, the all-too-evident vagueness that attaches to the subject, and dwelt on the necessity of simplifying

and vitalizing the instruction so as to make it a joy and inspiration instead of a "bore and a nightmare."

[Prof. Davis's paper will be printed in the MAGAZINE in the near future.—EDITOR.]

Prof. Oscar Williams, of Indiana University, chairman of the Executive Committee, followed with a few remarks, which made still more apparent the needs and the unity of the two days' work. Each speaker pleaded like Benjamin Franklin in his famous "Chapeau bras," for more of the practical utility in subject matter, for less of the old dry application to scholastic text-books, unenlivened by incidents or interests in real life. Prof. Williams emphasized the need of standardization and of formulating concretely and definitely all work along history lines—a work as yet scarcely begun, he says. The greatest opportunity, he feels, ever offered for guiding, shaping, vitalizing and relating the subject to life is now given us in this wonderful industrial, commercial and economic age, and as teachers we will be called to account for results.

While all regretted the omission of Prof. William's paper, owing to the lateness of the hour, there was a measure of reconciliation in the assurance that it would be printed in a future number of THE HISTORY TEACHER'S MAGAZINE.

In accordance with the wishes of the members of the conference, a complete report of the proceedings of the meeting, including a copy of the papers, will later be published for general distribution by the Extension Division of the University.

MINNIE C. MCINTYRE,

Assistant Principal, Department of History, Valparaiso High School.

HISTORY TEACHERS AND THE WAR

The following is an extract from a recent letter:

"Touching the teaching of the history of the present European war, of which considerable has been published in THE HISTORY TEACHER'S MAGAZINE of late, let me add that since the opening of school last fall, I have devoted one recitation period per week in three of my history classes, which contain upwards of seventy pupils, to a study of current history, especially the war, and that we have had no difficulty whatever through arousing any antipathies among the pupils, although they run about half-in-half, pro-German and pro-Allies. I think if the teacher does not inject his personal prejudice in the case that the matter may be gotten over without difficulty by simply giving a straightforward account of what has happened, and keeping before our minds the fact that America stands for Americans, and not for either side in this war."

"Pork Barrel Pensions" ("World's Work," March) is the title of the first of a series of articles by Burton J. Hendrick, exposing the scandalous and disgraceful conditions controlling the American pension system. The writer declares that the United States is the most militaristic nation in the world, for half of its revenue is spent for military purposes; and of this fraction one hundred and sixty-three million dollars per year is spent for pensions—to pay for a war which ended fifty years ago. The pension roll is increasing instead of decreasing. One section of American society is robbing another. The desire for the veteran vote has made the American Congress a tool in the hands of the Pension Committee of the G. A. R.

Reports from the Historical Field

BY WALTER H. CUSHING, EDITOR

NOTES

Mr. George P. Comer has been appointed instructor in Political Economy in Yale College.

The address of Miss M. B. Curran, secretary of the English Historical Association, has been changed to 22 Russell Square, W. C., London, England.

Dr. Charles Seymour has been made Assistant Professor of History in Yale College. Dr. Seymour is a graduate of Cambridge University, England.

Prof. Edward P. Cheyney, of the University of Pennsylvania, delivered an address at Trinity College, Durham, N. C., February 22, upon the topic, "The Place of the Agitator in History."

The Arthur H. Clark Co., Cleveland, O., has recently issued a catalogue of rare and choice Americana. There are many items upon American Indians, the West Indies, Pennsylvania, Virginia and general American history.

A meeting of the Mississippi Valley Historical Association was held in New Orleans April 22 to April 24, on invitation of the Louisiana Historical Society. The program included conferences, addresses and the usual excursions and social gatherings.

Dr. Esther B. vanDeman, of the Carnegie Institution, has given a series of five lectures at the University of Pennsylvania upon the topic, "The Roman Forum." The lectures sketched the history of the Forum from the time of the kings down to the Middle Ages.

Teachers of practical civics are interested in the plans for establishing pupils' savings banks which are being adopted in many parts of the country. A practical system designed to foster savings among school children is that developed by the Registered Tracer System of Springfield, Ill.

Dr. Hiram Bingham has been made Professor of Latin American History in the graduate school of Yale University. Dr. Bingham graduated from Yale College in 1898, and is at present Assistant Professor of Latin American History. His various expeditions to Peru in co-operation with the National Geographic Society have given him a broad reputation, especially in connection with his discovery and excavation of the city of Macchu Picchu.

The Quarterly Bulletin of the State Normal School at Warrensburg, Mo., issued in January, 1915, is a history special. It contains an article by Laura L. Runyon on "Some Values of the Study of History;" a paper on Missouri State history, and articles contributed by other members of the history department. There are photographic reproductions of metals considered in the school, showing a besieging tower, the Gutenberg printing press, a Roman toga and an ancient catapult.

The History Teachers' Association of the Middle States and Maryland is forming a collection of illustrative materials for the teaching of history, economics and government. The committee is housed at Hunter College, New York City, where it can be easily reached and inspected by visiting teachers. The committee in general charge of the collection is Dr. A. B. MacLear, of Hunter College; Prof. Charles A. Beard, of Columbia University, and Prof. Henry Johnson, of Teachers' College.

The Ohio History Teachers' Association met in joint session with the Ohio College Association at Columbus, O., on April 2 and 3. The program included a paper on "Rise of the American Common School," by Dr. F. P. Groves, of the University of Pennsylvania; "The Justification for a Study of Ohio History in Our Schools," by Prof. C. L. Martzoff, of Ohio University; "A History Teacher's Bulletin," by Miss Alice M. Rower, of Cleveland; "The Teaching of Citizenship in Our Schools," by Mr. E. G. Pumphrey, of Dayton, and "How to Reach the Pupils in History Teaching," by Miss Frances Welsh, of Columbus. Prof. W. F. Siebert, of Ohio State University, delivered the president's address.

The spring meeting of the Southern California Social Science Association was held at the high school, Pasadena, on Saturday, April 10. The program included a series of papers and discussions upon "Current Social Reform Movements from the Standpoint of the Working Reformer." Papers presented included the subjects of Socialism, Syndicalism, Single Tax and Progressivism. Miss Jane L. Harnett, of the Long Beach High School, presented a paper upon "What Use the History Teacher May Make of the Present European War." R. L. Ashley, of the Pasadena High School, spoke upon "Unity and Continuity in European History Courses." The officers of the association are: President, Dr. Frederic W. Sanders, of Hollywood High School; vice-president, Mr. H. N. Greenwood, Polytechnic High School, of Los Angeles; secretary, Mr. H. E. White, South Pasadena High School; and treasurer, Mr. Ross C. Ingalls, Redondo Union High School.

COMMUNITY CIVICS IN CINCINNATI.

Community civics has been taught for several years in the eighth grade and in the senior year of the high school. It is now being introduced into the fifth, sixth and seventh grades, and about ninety elementary teachers are meeting once a week for the study of civic and vocational questions.

Emphasis is placed on community relations and on the formation of traits and habits of good citizenship rather than on government and politics. Teachers are encouraged to secure actual participation of pupils in the affairs of the school community and of the local community, and to utilize other subjects as a means of civic training. Several schools have succeeded in working out a method whereby the school organization is used as a means of civic training.

Civic and vocational clubs for the study of civic and vocational questions are organized in the schools. These clubs are federated in a Civic and Vocational League, which is affiliated with the Cincinnati Chamber of Commerce. The League is controlled by a Board of Directors consisting of the president of each local club and a committee of sponsors consisting of members of the Chamber of Commerce.

Periodically, usually each week, one or more clubs meet at the Chamber of Commerce or at the place of business of a member of that organization, who addresses them on a civic or vocational topic. After the address the members of the club are conducted through some business house or manufacturing concern.

The local clubs and the Federation give opportunity to study at first-hand the civic and vocational life of the community, and to train our junior citizens in co-operative participation in community affairs.

Another co-operative effort between the Chamber of Commerce and the public schools is the preparation of a hand-book on the history, civic life and industrial development of Cincinnati for use in the schools.

TENNESSEE HISTORY TEACHERS' ASSOCIATION.

The annual meeting of the Tennessee History Teachers' Association was held April 1, 1915, in the Hume-Fogg High School building, Nashville, Tenn.

The main address of the meeting was delivered by Dr. W. F. Russell, George Peabody College for Teachers, Nashville, Tenn., on "The Problem Method in the Teaching of History in Secondary Schools." The address was very interesting and vivacious throughout, and drew forth comment even before the speaker concluded his remarks.

The address was an attack on the conventional method of teaching history by assigning a definite number of pages in a text-book to be recited back to the teacher by the pupil. Dr. Russell insisted that history could not be taught to advantage until teachers had definite knowledge of three things: (1) The child as he is, what he already knows, and how he learns; (2) the child as we wish him to be, the purposes of history, what we hope to accomplish; and (3) plans, devices and schemes for accomplishing the purposes in mind. This would necessitate a reorganization of our history courses, and especially of methods of teaching. The essence of Dr. Russell's contention was that children must be trained to think by giving them something to think about. This is to be accomplished by presenting problems to them for solution, especially problems connected with those portions of history that are of vital concern to every-day life. The problem presented should be clear and definite, and should appeal to the pupils as worthy of solution. The class work should consist of efforts to discover the difficulties encountered by the pupils and to help the pupils in removing them.

Yet Dr. Russell did not advocate any radical change or reorganization of courses and methods, but suggested that the teachers of history try out the problem method of teaching as an experiment, noting whether better results were secured than by the conventional method.

The address called forth lively discussion from a number of the teachers present, and at times the meeting was enlivened by a series of rapid fire questions and answers between some one of the members and Dr. Russell. The following teachers entered into the general discussion: Mr. Fosskett, Mr. A. S. Williams, Jr., Mrs. C. W. Mitchell, of Columbia, Tenn.; Mr. J. T. Paris, Miss Mabel Jones, Mr. I. R. Hudson, Mr. W. S. Perry, Mr. D. L. McMurtry, and Dr. Sioussat, of Vanderbilt, president of the Association. The general opinion was that the problem method was valuable as an aid to the teacher and as a means of developing the power of the pupils to think, but that it would be unwise to make it the basis of history teaching in so far as it meant the substitution of a series of historical problems for the body of historical knowledge systematically and logically arranged in the mind. But Dr. Russell stated that his method did not necessarily imply such a substitution.

The present officers were re-elected, except that Dr. W. F. Russell was elected second vice-president in the place of the late Prof. W. E. Everett.

A motion was carried that the secretary-treasurer on behalf of the Association be instructed to draw up suitable resolutions on the death of Prof. W. E. Everett, and that a copy of same be transmitted to his parents.

The Association indorsed a circular prepared by Dr. St. George L. Sioussat in the interest of the better teaching of history throughout the State, and instructed him to make efforts to secure the co-operation of the State Department of Public Instruction in printing and distributing the same.

MAX SOUBY, Secretary-Treasurer.

TEXAS BULLETIN.

The Texas History Teachers' Bulletin of February, 1915, contains an article by Mr. Milton R. Gutsch on the "Teaching of Current History in the High School," an article by Mr. Dudley F. M'Collum on "The Effectiveness of History Teaching as Shown by Recent Experiment." The experiment consisted of a series of tests given to pupils of the elementary, the high, and the State Normal Schools. The tests aim to discover the pupil's present knowledge of American history under these topics; dates, men, events, historic terms, political parties, definitions of history, and map study. Some of the conclusions drawn by Superintendent M'Collum are:

1. No scientific investigation has been made of the determination of the relative values of the details of history.
2. The tests given show a woeful lack of ability of history students to answer readily questions on the most familiar details of history.
3. This shortcoming is due to two things: First, the teacher does not know the relative importance of the details constituting the subject matter of history, and second, the teacher has gone too far in his reaction against the "formal discipline" idea of history. He tries to teach the content and rejects the form.

Miss Harriet Smither gives an account of a course in history in the Cleburne High School. This number of the Bulletin also contains the report of a meeting of the Texas History Teachers.

STRATFORD-UPON-AVON CONFERENCE OF TEACHERS OF HISTORY.

In connection with the coming Shakespeare festival at Stratford-upon-Avon there will be held during the first two weeks of August a conference of teachers of history. It will be remembered that a year ago there was held under similar circumstances a conference of teachers of English which was so successful that the Board of Governors of the Shakespeare Memorial Theatre have decided to hold the conference announced for the coming summer. Last year some thirty American teachers were present who, at the close of the conference, passed the following resolution:

"The teachers of English of the United States who have been members of this conference desire to express in a formal manner the enthusiastic appreciation of the privilege to which as individuals we have given voice. We believe that these meetings have been so valuable that a permanent organization should be effected for the holding in Stratford-upon-Avon of an annual conference along the same or similar lines, in order that we may again avail ourselves of the opportunities it presents, and that others of our colleagues and co-workers may share its advantages."

The proposed conference of teachers of history promises to be a most agreeable occasion, and offers an unusual opportunity to American teachers to discuss with their English colleagues the problems which they have in common. The subjects selected for discussion are as follows: "The Relation of History to Literature," "The Teaching of Social and Economic History," "Handwork and Modeling in Connection with History Teaching," "The Study of Medieval History," "Dramatic Methods in History Teaching," "The Teaching of Current History," "The Study of Civics in Schools," "The Study of Local History," "Story Telling in Connection with History Teaching," "Shakespeare's Historical Plays in Schools," etc.

The sessions will be held daily during the fortnight of the conference in the Shakespeare School Room, while Shake-

speare plays, including a number of his historical plays, will be given at night in the Shakespeare Theatre. Other features of the festival are folk dances, village plays, exhibits of handcraft, lectures and recitals. The American Historical Association has been invited to participate in the organization of the conference, and has asked Professor George B. Adams, of Yale University, now in England, to be the chairman of such American delegation as may be present and to assist in the organization of the conference. It is hoped that many American teachers will be able to be present and to take part. All who are interested in the conference, whether they desire to take part in it, to be present at it, or merely to learn more about it, are invited to communicate with the secretary of the American Historical Association, 1140 Woodward Building, Washington, D. C., who will supply them with such information as may be communicated to him from time to time by the organizers of the conference.

The organizers of the conference include the following:

VICE-PRESIDENTS.—Ernest Barker, M.A.; Professor Beazley, D.Litt.; Miss L. M. Faithful; Professor Firth, LL.D., Litt.D.; H. Fisher, M.A.; Professor Richard Lodge, M.A., D.Litt.; the Rev. the Hon. Canon Lyttleton, Professor Tout, M.A.; Sir A. W. Ward, D.Litt.; Miss H. M. White, LL.D.

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HONORARY SECRETARY.—Miss Dorothy M. Macardle, Stratford-upon-Avon.

Leaflet No. 37 of the English Historical Association contains a paper by Miss A. Mary Baylay on the "Value of History as a Factor in Moral Education." In conclusion she states:

"It will seem that in selection of material, in using opportunities as they arise in discussion of problems, in emphasizing the condition of continual change that history presents, in stimulating desire to 'get to the bottom of it' to find out the truth and to tell it, the teacher of history has a real opportunity not only to inform and train the mind, but also to develop the moral sense. It seems to me that to realize this opportunity and keep it in view will be of use to teacher as well as to pupil, but there it must cease. The teacher of history must not be a moralist any more than a political partisan. My experience is that history taught to children by those who have been trained in the study of history themselves, cannot fail to stimulate impressionable young minds with some, at least, of the ethical conceptions which, as I have tried to indicate, belong to the study of history."

CIVICS IN RURAL SCHOOLS.

Professor J. F. Smith, of Berea College, in the Bureau of Education Bulletin, No. 41, 1913, submits the following lesson plan on "Country Roads." In this study numerous photographs are used. Walks are taken over good and bad roads for first-hand study. Teacher and pupils actually do a piece of road work. Bulletins regarding road building are placed in the hands of the pupils. Endeavor is made to have a few yards of model road built near the school-house.

A. 1. Study and report on condition of roads in the community. Draw a map of the community indicating roads. Which are dirt roads, rocky roads, other kinds? Which are well graded, well crowned? Note side ditches; are they adequate? Note culverts and bridges. Estimate number miles of roads in the community, public and private.

2. Study road-making material in the community. Note places where limestone is found; sandstone, slate, gravel. Are these materials accessible?

3. Find out cost of hauling in the community. Consult wagoners and learn charges per hundred pounds for freight and farm produce. Can farmers afford to market produce at present cost of cartage? Find out how much freight is hauled into the community annually and compute amount paid for this. How long will wagon and set of harness last on the roads? How long on good roads? Difference in cost for 10 years? How much could the people who buy supplies afford to spend on road upkeep each year in order to cut down freight rates?

4. Compare cost of hauling here with cost in European countries where the best roads exist. What overtax do the people have to pay? Note that this overtax is in the form of higher prices for household necessities and in smaller profits for farm produce.

B. 1. Road building: Determine kind of road; the location; grades; how grades affect the haul; the drainage—level and steep roads, side ditches, culverts, sub-drainage, crown; actual construction—tools, funds, means employed.

C. Road maintenance: Kind of material to use; regular attention necessary; the tools; the king's split-log drag.

D. What good roads mean to a community. The economic problem. How they enhance value of land. Means of communication. Better social life.

NEW YORK CONFERENCE

The New York Conference of the Association of History Teachers of the Middle States and Maryland met February 13, at the Washington Irving High School.

Despite the holiday date there was a good attendance of members of the conference. The program was as follows:

Introductory Remarks by the Chairman, Mr. Samuel B. Howe, South Side High School, Newark, N. J.

Report of New York Meeting. Middle States and Maryland. Miss Louise J. Hedge, Training School for Teachers, Brooklyn, N. Y.

General Topic: The New Civics. "Civics, A Real Force in the City High School." Mr. H. D. Steward, South Side High School, Newark, N. J.

Current History and Civics. Mr. H. F. Biddle, High School, Plainfield, N. J.

Discussion opened by Dr. Nelson P. Mead, City College, New York; Prof. Edgar Dawson, Hunter College, New York City; Mr. F. H. Paine, Eastern District High School, Brooklyn, N. Y.; Miss Edna L. Bacon, East Side High School, Newark, N. J.

After Miss Hedge's interesting description of the Thanksgiving meeting of the general association, the topic for the day, "Community Civics in the High School," was taken up for discussion.

Mr. H. D. Steward gave a very complete exposition of the educational necessity for courses in civics of a more practical character in the high schools. He argued for a civics teaching that would meet the new conditions of our modern industrial life, and create the social conscience which is the saving force of our democracy. He opposed the old methods of teaching the machinery of government before the functions of government, and presented a comprehensive outline of method and material which might be used in high school work.

Mr. H. F. Biddle discussed the reading of the newspaper and magazine in the civics class, and argued for the weekly periodical in preference to the newspaper. He showed the stimulus and interest that can be aroused by a judicious use of this material, and urged its benefits and educational value upon all history teachers.

In the discussion that followed, Prof. Edgar Dawson, of Hunter College, most ably maintained an opposite view as to the value of teaching the functions of government in such detail. He asserted the theory that modern government is a business proposition, and needs expert knowledge and management, and suggested the idea that the average citizen by the nature of modern conditions cannot possibly personally attend to or understand all the details of his own government. Character, which is the basis of good citizenship, is never attained by mere knowledge of organization.

Prof. Nelson P. Mead, of the College of the City of New York, criticized the courses suggested as too advanced and crowded for practical high school work.

Mr. F. H. Paine, of the Eastern District High School, Brooklyn, also emphasized the statement that mere information does not create citizenship, but he believed that community civics when well taught gave the ethical impulse which trains public opinion.

Miss Edna L. Bacon, of the East Side High School, Newark, gave a very interesting discussion of the application of modern American political institutions as illustrative work in the study of Roman history. She considered the ideal civics course to be a happy medium of the two conflicting methods. The machinery of government should be taught, as well as its functions, and as equally interesting. The creation of the ethical impulse, she maintained, is one of the most vital and momentous results of good history teaching.

The conference endorsed by a large vote the resolution that community civics be taught in the public high schools.

The following officers were elected for the next year: Mr. Frederick H. Paine, chairman, Eastern District High School, Brooklyn; Miss Florence E. Stryker, secretary and treasurer, State Normal School, Montclair, N. J. Other members of the Executive Committee: Mr. Samuel B. Howe, South Side High School, Newark, N. J.; Dr. Helen Young, Hunter College, New York; Dr. Henry S. Cooley, Dickinson High School, Jersey City, N. J.

Mr. Alfred C. Bryan, High School of Commerce, New York, was elected delegate to the Baltimore meeting of the Middle States and Maryland.

The American League to Limit Armaments, 43 Cedar Street, New York City, offers to send gratis to school superintendents, principals and teachers its printed matter specially prepared for debating upon the increase of America's military forces. Other material useful in the preparation of essays and orations on this subject is also offered by the same organization without charge.

BOOK REVIEWS

EDITED BY PROFESSOR WAYLAND J. CHASE,
UNIVERSITY OF WISCONSIN

HARDING, SAMUEL BANNISTER. *New Medieval and Modern History*. New York: American Book Co., 1914. Pp. 800. \$1.50.

As the author remarks in his preface, this book is more than the revision of his earlier "Essentials in Medieval and Modern History." In general, the plan is the same; considerable change, however, has been made in the body of the text. The former scattered references to the Northmen and the Normans are now gathered together into two chapters, while the two chapters on the Crusades are combined into one. The former meagre treatment of the culture of the Middle Ages is expanded into a separate chapter. The French Revolution and the Napoleonic periods, accorded two chapters in the old text-book, are now treated in four, and the author has also enlarged his discussion of the unification of Italy and of Germany. At the end of the book are added two new chapters—"A World in Revolution" and "Science and Social Organization."

The treatment of the matter has also undergone thorough revision, in the process of which, chapters have been wisely broken into sections. The discussion of feudalism is, in its present form, recast and simplified, and this statement is to a less extent, true of the whole book. Although more than one hundred pages have been added to the text, the total number of rememberable facts is noticeably decreased. Some of the excisions will be regretted, e.g., Domesday Book, Duke of Bedford—particularly in light of additions such as Sir Henry Campbell-Bannerman, about whom there is stated practically nothing but his name. On the whole, however, unessential details have been omitted, and the space so gained, devoted to explanation of more important facts.

The auxiliary elements, which constituted so distinctive a feature of the former book have been retained. Some slight addition is to be found in the number of maps and illustrations. The topic questions are somewhat simplified, and for the search topics, carefully selected and specific references are now supplied. The summarized bibliography is omitted in the volume, but the selected bibliography for a high school library is enlarged and improved.

The chief fault found with the "Essentials," i.e., that it contained many more facts than the high school student could digest, has not been altogether corrected in this book, although much improvement in this respect is apparent. The teacher, however, will still have to exercise a rigid power of selection.

A. C. KREY.

University of Minnesota.

THALLON, IDA CARLETON. *Readings in Greek History*. Boston: Ginn & Co., 1914. Pp. xxix, 638. \$2.00.

This is far and away the fullest and most advanced collection of "Readings in Greek History" that has yet appeared. In the preface, the editor, Professor Thallon, of the history department of Vassar College, modestly hopes that "these selections may help to bridge over the wide gulf between the pleasing narrative for children and the exhaustive work for the advanced student." Besides very comprehensive selections from the great writers of Greece there are also extracts from minor orators and fragments from the lyric poets that give completeness to the groupings. The inscriptions from the Manual by Hicks and Hill are material not before found in a source book.

The period covered is from Homer to Chaeronea. It is to be regretted that the excellent work goes no farther. The subjects of the chapters and the amount of space given to them are shown by the following: The Heroic Age, 28 pages; Expansion by Colonization, 22; Religious Leagues and Festivals, 14; Early Tyrannies, 30; Early History of the Peloponnesus, 25; Athens through the Sixth Century, 33; The Advance of Persia, 29; Persian Wars, 58; From the Persian Wars to the Peloponnesian War, 63; The Peloponnesian Wars and their Time, 163; Spartan and Theban Supremacies, 37; Revival of Athens, 51; Rise of Macedon, 63. This distribution gives more than half the book to Athens.

Though not intended primarily for them, the work is well fitted for secondary schools. It will probably be the matter of expense alone that will prevent high schools from using the book extensively. The secondary teacher who can have it for the study of the policy and services of Pericles and the rise and decline of Athens is extremely fortunate.

There are some notes explaining difficult expressions. At the close of each chapter is a three-fold bibliography of contemporary sources, derivative sources, and modern authorities. At the end of the book is a complete bibliography of ancient sources and modern works. The publishers have shown us how attractive good paper and print make a book.

VICTORIA A. ADAMS.

Calumet High School, Chicago.

ICELY, H. E. M. *English History Illustrated from Original Sources, 1715-1815*. London: Adam and Charles Black, 1913. Pp. xv, 101, viii, 107. 2s.

This little volume, one of a series of nine, reflects certain distinctly English practices of book-making. It is divided into two parts of 100 pages each, having separate pagination; the parts are both equipped with introductions and concluded with summaries of events. These oddities in formal make-up, however, do not blind the student to certain very real elements of merit that stand out in the source selections included. The editor has deliberately sought material that was in his estimate at once adequate and concise; in this he has met with undoubted success. Slightly less than two hundred pages of text are allotted to 116 short pithy extracts of a sort that give the local color and contemporary flavor in a way that sets off this work from the conventional source-book. The selections are from an unusually wide range of materials such as are rarely available to the high school student in the original. The reviewer can recall no more adequate or suggestive treatment of the eighteenth century through source selections. There is, moreover, some attempt at paralleling sources to bring out the different points of view in a given development, but without any deliberate effort to suggest the critical problems involved. There is enough good in even this haphazard grouping in a new and profitable field to deserve commendation. There are, naturally enough, certain features which are distinctly open to improvement. Some of the topics which furnish the points of grouping do not seem to be well selected. A case in point is one entitled, "Pitt in Opposition." (I, No. 16.) Certain numbers are undated (I, Nos. 9, 10; II, No. 14), and some are used quite regardless of either logical or chronological sequence. Four of the five illustrations are portraits of English leaders; the other, a map illustrating the Seven Years' War and the War of Independence, is poorly executed and extremely inaccurate. All in all, this should be a valuable reference book to place in the hands of the student.

University of Illinois.

ARTHUR C. COLE.

BALLARD, ADOLPHUS. *The English Borough in the Twelfth Century*. Cambridge: At the University Press, 1914. Pp. 87. 3s. 6d.

In these two printed lectures Mr. Ballard, the learned town clerk of Woodstock, embodies the results of his examination of some three hundred early borough charters, results which he carefully checks by the findings of Maitland, Bateson, Round and Vinogradoff. The author's conclusions are stated as simply as the complexities of the subject and the obscurity of the evidence will permit, though a few points, such as the origin of borough corporations and the relation of sake and soke to manorial jurisdiction might have been made more clear. Moreover, special students of the subject will find Mr. Ballard's "British Borough Charters, 1042-1216," published in 1913, with an admirable introduction, an invaluable complement to the present work. On the other hand, one who desires a luminous resume of the organization of the twelfth century borough and the status of its inhabitants need look no further.

ARTHUR LYON CROSS.

University of Michigan.

SLOANE, WM. M. *Party Government in the United States of America*. New York: Harper & Brothers, 1914. Pp. xvii, 451. \$2.00.

The genesis of a book is interesting because usually the clue to the author's purpose.

William M. Sloane was Roosevelt professor at the universities of Berlin and Munich in 1912-1913, and "Party Government in the United States" was written first for student audiences in these German universities.

In thirty-eight brief chapters and eight appendices, Prof. Sloane traces the origin and history of parties in the United States.

The sentences are clear as crystal, and the reader is never in doubt of the author's meaning. The exceeding brevity of the chapters is an innovation greatly appreciated in these times of maddening hurry. An unusually full table of contents forms a valuable key to the chapters, and the index is an excellent one.

Throughout his book the author has preserved a strictly impartial mind, and has held the balance remarkably well, whether discussing the overthrow of the Federalists in 1801, or the defeat of the Republicans in 1912. One could hardly expect a sympathetic review of the Progressive movement in recent politics, and the account of all such revolts within the limits of the two old parties is colorless in the extreme. The book is a one-volume history of the United States from the standpoint of our political parties, and the historical side is developed far more than any theory of party government and policy.

Prof. Sloane finds the "political feature of greatest significance since 1850 has been the steady growth in power of the Presidency, until now the American Executive wields a scepter almost as majestic as any still existent and active. . . . He creates the Federal judiciary, instructs Congress, influences legislation, and even controls, or at least absorbs in enormous measure, public opinion." The chapters dealing with "The Dominance of the President" and "Parties and the Presidency" are of special interest and value in the light of recent events.

"Parties and the Public Defense" is another chapter that will interest many students because of the widespread discussion concerning the necessity of an increase in our army and navy. Yet the most ardent adherent of the American peace party would not fear a militaristic argument because the debatable subject is discussed solely from the historical standpoint. Indeed, Prof. Sloane holds himself rigidly to the field of party history, and seldom, except in the introduction, allows his pen to stray into any by-paths of individual deduction based on the political facts he has narrated. To some readers this will prove a disappointment, yet it keeps the subject strictly within the scope of the text as stated in the preface.

MARY LOUISE CHILDS.

The Evanston Township High School, Illinois.

BRADFORD, GAMAIEL. *Confederate Portraits*. Houghton, Mifflin Co., 1914. Pp. xix, 291. \$2.50.

Mr. Bradford has brought together in this volume seven portraits, respectively, of Joseph E. Johnston, J. E. B. Stuart, James Longstreet, Judah P. Benjamin, Alexander H. Stephens, Robert Toombs and Raphael Semmes, all formerly printed in the "Atlantic Monthly," one of P. G. T. Beauregard printed in "Neale's Monthly Magazine," and a sketch of the Battle of Gettysburg printed in the "Youth's Companion."

In presenting these portraits a new word is used to express an old historical task—psychography. As a psychographer the author is a follower of the impressionist school. Finality in detail or in the whole is not the ideal attempted. "The psychographer does not attempt to say the complete and permanent word about any of his subjects . . . he aims simply to facilitate to others, even a little, what he has himself found to be the most fascinating and inexhaustible of pursuits, the study of the human soul."

The author's method is to select that particular expression of the individuality which seems to give one the clearest insight into the soul of the subject. Around this dominant characteristic is then grouped a series of observations without particular attempt at chronological continuity or narrative coherence. Whether the impression left with the reader is true to life or misleading, the author is the first to recognize the almost insuperable obstacles to the attainment of truthful finality. But true or false, one receives a very distinct and vivid impression of the man pictured. The essays are delightfully readable, and one feels the conviction that the author has honestly done his work only after painstaking investigation and study of the subject.

A brief chronological outline and an excellent photograph accompany each portrait. Citations to authorities are given at the end of the volume. A detailed index is included.

WALLACE CARSON.

Morningside College, Iowa.

BOURNE, HENRY ELDRIDGE. *The Revolutionary Period in Europe (1763-1815)*. New York: The Century Co., 1914. Pp. 494. \$2.50.

For years many teachers of modern European history have felt the need of a satisfactory one-volume account of the Revolutionary and Napoleonic period. Professor Bourne's admirable work will therefore prove a great boon. It starts with an excellent description of the Old Regime, and then follows the history of France and Europe up to the

second restoration of Louis XVIII after Waterloo. Through this maze of tangled events the author guides us with scholarly care and illuminating clearness. France naturally receives most attention, but the smaller states, as well as the other large ones, are not neglected. Everywhere are seen evidences of the author's sound scholarship. His point of view is broad and impartial. He has not confined himself almost wholly to political, diplomatic and military history, as have so many writers in this field. Economic and social history finds a prominent place in his book. Some of the best chapters deal with such topics as "The Work of the Benevolent Despots," "The Industrial Revolution," "The Revolutionary Reorganization," "The Reorganization of Prussia," and "The Scope of Reform in Europe." Professor Bourne makes the revolution seem more than a series of kaleidoscopic political changes varied by massacres and followed by a series of military campaigns. He makes the reader see with extraordinary clearness what the French Revolution meant to the people of the time, how it has spread through Europe, and why it was the greatest event in modern European history. Crowded with facts as the book necessarily is, it still is clear and readable. It will be welcomed by college and university teachers as a text-book and reference book. High school teachers will find it valuable. For high school students it may prove a trifle heavy, but parts of it may well be used by the more mature.

CLARENCE PERKINS.

Ohio State University.

Periodical Literature

BY MARY W. WILLIAMS, PH.D., EDITOR

"Revue des Deux Mondes" for March 1 contains a study of the character and policy of Emperor William II of Germany, especially with reference to the present European war, by Baron Beyens.

"Constantinople and the Turks" is the title of an illustrated paper appearing in the "Review of Reviews" for April, by Rev. George F. Herrick, who has spent many years in Turkey. The writer gives a brief history of the rise of the Turks, their capture of Constantinople and establishment of Turkish rule in Europe; and also describes the nature of their rule, and discusses the possible internationalization of Constantinople.

The first number of "Ord och Bild" for 1915 presents an illustrated article by Anders Angström, descriptive of Arab desert life. The title is "By Automobile through the Northernmost Part of the Sahara."

In a discussion of "America and the War" ("Contemporary Review," March), the Reverend Dugald MacFadyen compares the attitudes of the American people and the American government towards the European war, and emphasizes the desirability that in future England make greater efforts to cultivate and understand the United States.

"Education" for April prints the first part of an outline, by Dr. Oliver H. Howe, of the "Historical Evolution of European Nations," which will prove of value to teachers of history, for purposes of review or for supplying a background for the study of special periods.

Dean Albion W. Small, of the University of Chicago, contributed to the "American Journal of Sociology" for March a long, interesting paper on "The Bonds of Nationality," which treats the following topics: I. The make-up of the individual units; II. Common language; III. Race solidarity; IV. A coherent family type; V. A convincing religion.

The March issue of the "Fortnightly Review," which is a "war number," contains the following articles: "British and German Policy," by J. Holland Rose; "Big States and Small Nations," by J. A. R. Marriott; "Social Democracy and Peace," by H. M. Hyndman; "The Campaign in the Caucasus" (with map), by Robert Machray; "History of the War" (with maps).

"The Sherman Act and New Anti-Trust Legislation," an article by Professor Allyn A. Young, of Cornell University, published in the "Journal of Political Economy" for March, calls attention to the fact that the strength of the Sherman law lies in its general character, which gives it an elasticity and adaptability to new situations of all kinds not possible to legislation of a more general sort. Professor Young believes, however, that the article needs amendment along certain lines which he indicates.

"World's Work" for April presents a paper on "International Law on the Sea," by Charles H. Stockton—Rear Admiral, U. S. N., retired, and president of George Washington University—which considers the following questions: The right of search; Contraband and its destination; Transfers of registry; Floating mines; Blockades; The rights and duties of belligerents and neutrals.

"Washington: Its Beginning, its Growth, and its Future" is the name of an article by Judge William Howard Taft, appearing in the "National Geographic Magazine" for March. It is beautifully illustrated by means of maps, architectural drawings, and pictures in black and white and in colors.

The same issue of the "Magazine" also presents "Impressions of Palestine," an account of unusual interest, by Viscount James Bryce—likewise well-illustrated.

Professor Archibald C. Coolidge, of Harvard University, in a study of "Nationality and the New Europe" ("Yale Review"), shows how the legitimate national aspirations of European peoples are likely to fare in case of decisive victory on either side in the European war. In spite of the most just and practical arrangements that can be made in the treaty of peace, considerable dissatisfaction—especially among the smaller "nationalities"—is certain to exist.

"Superiority in the future will depend more upon excellence in some service for the common good and less upon success on the field of battle. I look forward to a time when no individual and no race will be considered superior to another merely because, being on top, he or it is able to hold that other race or the other individual down."

The above quotation is the conclusion of an article by Booker T. Washington on "Inferior and Superior Races," published in the "North American Review" for April.

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Periodical Literature—MARY W. WILLIAMS.

Book Reviews—WAYLAND J. CHASE.

Recent Historical Publications—CHARLES A. COULOMB.

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(Signed) ALBERT E. McKINLEY.

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LISTED BY CHARLES A. COULOMB, PH.D.

American History.

- Bogart, John. The John Bogart letters; forty-two letters written to John Bogart, of Queen's College, now Rutgers College, and five letters written by him, 1776-1782. New Brunswick, N. J.: Rutgers College. 69 pp. Gratis.
- Burdette, R. J. The drums of the 47th [47th Reg., Illinois Vol. Inf., 1862-1865]. Indianapolis: Bobbs-Merrill. 211 pp. \$1.00 net.
- Chapin, George M. Florida, 1513-1913. In 2 vols. Chicago: S. J. Clarke Pub. Co. \$25.00.
- Dickson, Marguerite S. Camp and trail in early American history [for children]. N. Y.: Macmillan. 162 pp. 40 cents net.
- Dickson, Marguerite S. Pioneers and patriots in early American history [for children]. N. Y.: Macmillan. 157 pp. 40 cents net.
- Dunbar, Seymour. History of travel in America. In 4 vols. Indianapolis, Ind.: Bobbs-Merrill Co. 1529 pp. (34 pp. bibl.). \$10.00 net.
- Fairbanks, Edward T. The town of St. Johnsbury, Vt.; a review of one hundred twenty-five years. St. Johnsbury, Vt.: Cowles Press. 592 pp. \$3.00.
- Gilllin, John L. History of poor relief legislation in Iowa. Iowa City, Ia.: State Hist. Soc. 404 pp. (bibl.) \$2.00.
- Hawkes, E. W. Dance festivals of the Alaskan Indians. Phila.: Univ. of Penna. Museum. 41 pp. \$2.00 net.
- McLaughlin, Andrew C., compiler and editor. Readings in the history of the American nation. N. Y.: Appleton. 413 pp. \$1.50 net.
- Moorehead, Warren K. The American Indian in the United States, 1850-1914. Andover, Mass.: Andover Press. 440 pp. \$3.75 net.
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